CA4 ON HBL W26 A35
1984, January--June

URBAN/MUNICIPAL

EDUCATION MANAGEMENT
COMMITTEE

Board of Education

URB/MUN BULLETIN BOARD

CA4ON HBL N26
A 32

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1984 01 31

Confirmation of the minutes of the last regular and special meetings of 1984 01 10 and 1984 01 12.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Canada's Youth in the Nuclear Age - Survey (referred from January E.M.C. 1984 01 03).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Adjustment Services Department.

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GOVERNMENT DOCUMENTS

PART I

BUSINESS ARISING OUT OF THE MINUTES:

1. Co-op Education Report (referred from January E.M.C. - 1984 01 03).
2. Staffing Report - Special Education - Bill 82.

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Student Exchange with Fukuyama, Japan.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on French Immersion (referred from January E.M.C. - 1984 01 03).
2. Staffing Report - Special Education - Bill 82.
3. Director's Accommodation Report - re: recommendation #7 of Accommodation Report dealing with pupils living in the western section of block 62 and the eastern section of Block 72 (referred from special E.M.C. - 1984 01 10).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. McMaster University Research Report.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 01 24.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Attitudes of Canadian Children and Youth in the Nuclear Age

Dr. Ross Parker of the Department of Family Medicine, McMaster University, working in conjunction with Dr. Susan Goldberg of the Hospital for Sick Children in Toronto and several other family physicians and pediatricians across Canada has requested the involvement of the Hamilton Board Education in the above study through a student questionnaire. Details of the objectives of this study along with the student questionnaire are appended for your information and consideration.

We have been given the assurance of Dr. Parker that should permission be given for the administration of this questionnaire to students on a random sampling basis from Grades Seven to Twelve, that participants would be voluntary with no identification of the pupil, the school or the jurisdiction.

Recommendation:

That permission be given for the administration of the questionnaire associated with the study "Attitudes of Canadian Children and Youth in the Nuclear Age", provided that the sampling is taken on a random basis with the permission of parents and that no identification is made of the names of the pupils, the schools or the jurisdiction.

Prepared and submitted by: K. A. Rielly, Superintendent of Operations

Approved by: A. J. Krever, Director of Education

McMASTER UNIVERSITY
Department of Family Medicine
1200 Main Street West, Hamilton, Ontario, L8N 3Z5
Telephone: (416) ~~525-9140~~ 521-2100

January 20, 1984

Mr. K.A. Rielly,
Superintendent of Operations,
Hamilton Board of Education,
P.O. Box 558,
Hamilton, Ont. L8N 3L1

Dear Mr. Rielly:

Re: Canada's Children and Youth in the Nuclear Age

As requested I am presenting this material which I understand will be presented to your Board of Trustees for their consideration.

What impact does living in the Nuclear Age have upon the emotional and psychological development of Canadian children and youth? This study is intended to answer this important and timely question. It is important for the medical profession, especially family physicians and pediatricians, as there is some feeling that many of the problems seen in the office have an underlying common denominator, namely - growing up with a future in which there is little hope. If this hypothesis is shown to be true, educators and parents, as well as health professionals, may need to alter curricula and re-allocate resource personnel to deal with these issues.

The objectives of the study therefore are:-

1. To assess among Canadian children and youth the prevalence of concerns about -
   (a) the nuclear arms race
   (b) assuming responsibilities of adulthood
   (c) facing a worsening economic future
2. To assess the students' perception of how adults (parents, teachers and medical personnel) are, or are not, acting towards these concerns.

I do hope your Board will respond favourably to this collaborative effort.

Assuring you of my continued interest and support.

Yours sincerely,

K. Ross Parker, M.D.,
Professor,
Family Medicine & Pediatrics.

KRP/mw

Enc.

DR. K. ROSS PARKER

McMASTER UNIVERSITY

DEPARTMENTS OF FAMILY MEDICINE & PEDIATRICS

PRESENTS

A COLLABORATIVE STUDY

CANADA'S CHILDREN AND YOUTH IN THE NUCLEAR AGE

1984

©

McMASTER UNIVERSITY
Department of Family Medicine
1200 Main Street West, Hamilton, Ontario, L8N 3Z5
Telephone: (416) ~~525-9140~~ 521-2100

TO THE STUDENT

In this questionnaire we want to find out how you feel about growing up in the 1980's. We want to know what you see as your main concerns and interests and how well you feel your parents and your school are able to deal with these needs.

In order to get an accurate picture we would like as many of you as possible to answer this questionnaire honestly and thoughtfully. Because the questionnaire touches on personal concerns and issues we want to assure you that this information will only be seen by the staff of the research project. On the next page we ask you for some background information. This will allow us to find out whether students in different grades, boys and girls, those with different religious backgrounds, etc., have different concerns or feel differently about their experiences. The results will be published in Table form and the school, the student, or the community will not be identified.

Your participation in this project is voluntary. We hope that you will participate. You may find it interesting and thought-provoking. If you choose not to participate or withdraw at any point this will not in any way affect your standing or activities in school. If you have any questions about the study, please contact the person named below.

We appreciate the time and effort you have given to this project. It will give us a better understanding of your needs in this important task of growing up.

NAME: Dr. K. Ross Parker,
McMaster University Medical Centre,
Hamilton, Ont. L8N 3Z5

PHONE: 521-2100, Ext.6206

METHODOLOGY

I. Classes to be randomly selected by the Board of Education for the City of Hamilton.

II. Four hundred questionnaires to be obtained for each of the following age groups.

Grades	# Questionnaires
7 - 8	400
9 - 10	400
11 - 12	400
	1200 Total

III. Results to be scored on I.B.M. Card 20378 (electronic scoring cards) and analyzed by computer at McMaster University Health Sciences Centre.

DRAFT #4

BACKGROUND INFORMATION

These questions are asked to help us describe the group of students answering this questionnaire.

A. Date of birth: _____
Day Month Year

B. Grade _____

C. Circle the number that best describes you or your family

Sex
1 male
2 female

D. I am
1 Asian
2 Black
3 Native Canadian (Treaty or Non-Treaty Indian)
4 Latin or Hispanic
5 White
6 Other _____ (please specify)

E. My parents are:
1 married
2 separated
3 divorced
4 single parent

F. My mother (or female head of household) is currently:
1 unemployed
2 disabled
3 retired
4 works as a professional
5 business-owner
6 works as a clerk or sales
7 works as a skilled worker
8 home-maker
9 never worked outside the home
10 other _____ (please specify)

G. My father (or male head of household) is currently:

1 unemployed
2 disabled
3 retired
4 works as a professional
5 business-owner
6 works as a clerk or sales
7 works as a skilled worker
8 home-maker
9 never worked outside the home
10 other _____ (please specify)

H. My family's religion is:

1 Catholic
2 Protestant
3 Jewish
4 Other _____ (please specify)

I. My family attends religious services:

1 regularly (twice per month)
2 sometimes (six to twenty-three times per year)
3 seldom
4 never

I. When you think of your life and future in general what three things do you hope for most?

_____ 1

_____ 2

_____ 3

II. And what three things do you worry about the most?

_____ 4

_____ 5

_____ 6

III. Here are some things others your age hope for. Circle the number that best describes how important each one is to you.

	Not important at all	Somewhat important	Moderately important	Very important	Extremely important	
1.Getting good grades	1	2	3	4	5	7
2.Having a good marriage	1	2	3	4	5	8
3.Having good friends	1	2	3	4	5	9
4.Having good health	1	2	3	4	5	10
5.Having a good job	1	2	3	4	5	11
6.Having an unpolluted environment	1	2	3	4	5	12
7.World peace	1	2	3	4	5	13

IV. Here are some things others your age worry about. Circle the number that best describes how important each is to you.

1. Being a victim of violent crime	1	2	3	4	5	14
2. Your own death	1	2	3	4	5	15
3. Getting bad grades	1	2	3	4	5	16
4. Not getting a job	1	2	3	4	5	17
5. Parents dying	1	2	3	4	5	18
6. Nuclear war	1	2	3	4	5	19
7. Parents divorce	1	2	3	4	5	20
8. Not having enough money	1	2	3	4	5	21
9. Nuclear power plant leaks	1	2	3	4	5	22

In the next section we ask about how you are handling some of your possible worries. There are no right or wrong answers. We are interested in your experiences and thoughts.

V. Concerns about high unemployment rates. Circle the number that best describes your experience.

	Not at all	A few times	Once or twice/wk	Almost every day	
1. In the past month how often have you thought about high unemployment rates?	1	2	3	4	23

	Not at all	A few times	Once or twice/wk	Almost every day	
2. In the last month how often have you talked about high unemployment rates at home?	1	2	3	4	24
3. In the last month how often have teachers at school talked about high unemployment rates?	1	2	3	4	25
4. In the last month how often have you talked about high unemployment rates with your friends?	1	2	3	4	26
5. In the last month, how often have thoughts about high unemployment given you feelings of fear and anxiety?	1	2	3	4	27
6. In the last month have you had any bad dreams about high unemployment rates?	1	2	3	4	28

7. How much have you learned about today's unemployment conditions from the following sources?

	Nothing	A bit	A fair amount	A lot	
a. Teachers or school	1	2	3	4	29
b. Newspapers and magazines	1	2	3	4	30
c. Books	1	2	3	4	31
d. Television	1	2	3	4	32
e. Family	1	2	3	4	33
f. Friends	1	2	3	4	34

	None	A little	Some	A lot	Total control	
8. How much control do you feel that you personally can have in changing employment conditions?	1	2	3	4	5	35
9. How much control do you think your parents can have in changing employment conditions?	1	2	3	4	5	36
10. How much control do you feel the Canadian government can have in changing employment conditions?	1	2	3	4	5	37

VI. Concerns about job and career plans. Circle the number that best describes your experience.

	Not at all	A few times	Once or twice/wk	Almost every day
1. In the last month, how often have you thought about job and career plans?	1	2	3	4
2. In the last month, how often have you talked about job and career plans at home?	1	2	3	4
3. In the last month, how often have teachers in your school talked about job and career plans?	1	2	3	4
4. In the last month, how often have you talked with friends about job and career plans?	1	2	3	4
5. In the last month, how often have job and career plans given you feelings of fear or anxiety?	1	2	3	4
6. In the last month, have you had any dreams related to job and career plans?	1	2	3	

7. How much have you learned about job and career positions for each job?

	Nothing	A bit	A fair amount	A lot
(a) teachers or school	1	2	3	4
(b) newspapers and magazines	1	2	3	4
(c) books	1	2	3	4
(d) television	1	2	3	4
(e) family	1	2	3	4
(f) friends	1	2	3	4

	None	A little	Some	A lot	Total control	
8. How much control do you feel you personally have in making your job or career plans work out?	1	2	3	4	5	5
9. How much control do you think your parents can have in making your job and career plans work out?	1	2	3	4	5	5
10. How much control do teachers and schools have in making your career plans work out?	1	2	3	4	5	5

VII. Concerns about the threat of nuclear war. Circle the number that best describes your experience.

	Not at all	A few times	Once or twice/wk	Almost every day	
1. In the last month, how often have you thought about the threat of nuclear war?	1	2	3	4	5
2. In the last month, how often have you talked about the threat of nuclear war at home?	1	2	3	4	5
3. In the last month how often have tachers in your school talked about the threat of nuclear war?	1	2	3	4	5
4. In the last month, how often have you talked with friends about the threat of nuclear war?	1	2	3	4	5
5. In the last month, how often have thoughts about the threat of nuclear war given you feelings of fear or anxiety?	1	2	3	4	5
6. In the last month have you had any bad dreams about nuclear war?	1	2	3	4	5

	Not at all	Very little	Some	A lot	
7. Thinking about the threat of nuclear war has affected my plans for the future _____	1	2	3	4	6
8. Thinking about the threat of nuclear war makes me wonder if I really want to get married and have children some day ____	1	2	3	4	6
9. Thinking about the threat of nuclear war makes me want to live only for today and forget about the future _____	1	2	3	4	6

10. How much have you learned about the threat of nuclear war from each of the following:

	Nothing	A bit	A fair amount	A lot	
a. teachers or school	1	2	3	4	63
b. newspapers and magazines	1	2	3	4	64
c. books	1	2	3	4	65
d. television	1	2	3	4	66
e. family	1	2	3	4	67
f. friends	1	2	3	4	68

	None	A little	Some	A lot	Total control	
11. How much control do you feel that you personally can have in preventing nuclear war?	1	2	3	4	5	69
12. How much control do you feel your parents can have in preventing nuclear war?	1	2	3	4	5	70
13. How much control do you feel Canada as a nation can have in preventing nuclear war?	1	2	3	4	5	71

	No	Yes	
14. Have you engaged in any actions to prevent nuclear war:	1	2	72
15. Have your parents engaged in any actions to prevent nuclear war?	1	2	73

16. Below are some of the suggestions that have been made about what the Canadian government can do to prevent nuclear war. Do you think the following will help prevent nuclear war?

	No	Yes	No opinion	
a. supporting a nuclear freeze	1	2	9	74
b. the West having more nuclear weapons than the Soviets?	1	2	9	75
c. testing the cruise missile	1	2	9	76
d. refusing to test the cruise missile	1	2	9	77
e. refusing to manufacture nuclear weapons	1	2	9	78
f. do our share of manufacturing nuclear weapons	1	2	9	79
g. make Canada a nuclear weapon free zone	1	2	9	80
h. withdraw from NATO	1	2	9	81
i. support NATO	1	2	9	82

VII. General	No	Yes
1. Have you sought counselling in the past year?	1	2
2. If yes, was the reason related to any of the following:		
(a) high unemployment	1	2
(b) job and career plans	1	2
(c) threat of nuclear war	1	2
VIII. Do you have any questions or comments about this questionnaire?	1	2

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 01 31

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

Associate Superintendent of Curriculum and Special Services

(a) That the Special Education Consultant (Gifted) attend the workshop on "Curriculum for the Gifted" to be held in Toronto, Saturday, 1984 01 14, and that $95 be paid towards the cost of registration and expenses.

(b) That the Supervisor of Special Education attend the 7th Ontario Association for Children with Learning Disabilities Conference to be held in Toronto, Thursday, 1984 04 12 and Friday, 1984 04 13, and that $160 be paid towards the cost of registration and expenses.

(c) That one Special Education Consultant attend, as a presenter, the Council for Exceptional Children's 62nd Annual Convention to be held in Washington, D.C., Monday, 1984 04 23 to Friday, 1984 04 27, and that her expenses be paid according to policy.

(d) That the Supervisor of Psychological Services and up to four Psychological Consultants attend the 37th Annual Convention of the Ontario Psychological Association to be held in Toronto, Thursday, 1984 02 09 to Saturday, 1984 02 11, and that each receive $100 towards the cost of registration and expenses.

(e) That one staff member of the Adjustment Services Department attend the "Third Seminar on School Law" to be held in Thunder Bay, Sunday, 1984 05 13 to Tuesday, 1984 05 15, and Wednesday, 1984 05 16 to observe schools in the area, and that expenses be paid according to policy.

Superintendent of Curriculum and Special Services

(a) That the Supervisor of Science attend the "Ninth Annual Science Teachers' Seminar" to be held at Chalk River, Thursday, 1984 04 12 to Saturday, 1984 04 14, and that $250 be paid towards expenses.

(b) That the Supervisor of Physical and Health Education attend the "Sexuality '84 Conference" to be held at Toronto, Thursday, 1984 02 23 and Friday, 1984 02 24, and that $175 be paid towards registration.

(c) That the Supervisor and two Consultants attend the "Ontario Modern Language Teachers' Association Conference" to be held at Toronto, Friday, 1984 03 02 and Saturday, 1984 03 03 and that $100 each be paid towards registration and expenses.

(d) That the Consultant of Media Services attend the "Film Showcase" sponsored by the Ontario Film Education Association to be held at Geneva Park, Lake Couchiching, Wednesday, 1984 04 11 to Friday, 1984 04 13 and that $231 be paid towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 01 31

To the Chairman and Members,
Education Management Committee,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Adjustment Services Department - Personnel Replacement

The Adjustment Services Department is presently functioning below the regular complement of staff because of a retirement effective January 1, 1984. In reviewing the needs of the system and workload of the Department, it has been determined that a replacement is necessary as soon as possible (see Appendix A - Counsellor Caseload Analysis). In previous discussions with trustees regarding the staffing of this Department it was suggested that, although past practice has been to utilize professional teaching staff, it is perhaps possible and desirable to hire staff with an alternative form of background training, i.e. social worker. The role of the counsellor and the needs of the schools have therefore been analyzed to determine the most appropriate course of action to follow. This analysis has been done by the Supervisor of Adjustment Services, the Hamilton Principals' Association, the Associate Superintendent of Curriculum and Special Services and the O.S.S.T.F. District 8. The following is a summary of their findings:

(a) Supervisor of Adjustment Services - The role of the Adjustment Counsellor demands personnel who are familiar with the total school environment in order to provide a meaningful link between the school and the community. At present, in Hamilton, there is a very strong support program of medical and social worker personnel. To provide a replication of this expertise is not considered practical, in that the community requires a continuing link such as presently being provided by academic personnel in the Adjustment Services Department. The counsellor must deal not only with the principal, the teacher, the parent, the student, in providing meaningful strategies to assist the child to adjust to the demands and requirements in the school situation, but must also liaise with the

medical profession, social agencies and other services within the city. Someone who has a teacher training background and experience within the school and the classroom and appropriate personnel skills and characteristics to provide in-depth insights to the needs of the student clientele is essential.

(b) Position of Associate Superintendent of Curriculum and Special Services

See: Appendix A - Review of our Present Services
Appendix B - Role Description
Appendix C - Professional Staff.

(c) Hamilton Principals' Association - A committee has been established by the Hamilton Principals' Association and the entire role of the Adjustment Services Counsellor has been reviewed. As a result of this review (see Appendix D), the Principals' Association has unanimously endorsed the need for the continuation of the present policy of the Board, i.e. a trained, professional academic personnel to fill the role of Adjustment Counsellor.

(d) O.S.S.T.F. District 8 - The Secondary Federation has reviewed the needs of the schools and feel that once again, professional staff is desirable. Additionally, the Federation is of the opinion that the contract demands that the replacement be a member of the teaching staff.

SUMMARY -

Because of the educational demands placed upon the Adjustment Counsellor while counselling students and parents within the education setting, the Administration feels that the present make up of the Department is most desirable and therefore respectfully recommends that we continue to staff the Adjustment Department with experienced, professional, teaching staff. This has been proven to be efficient and effective and the cost savings derived from utilizing alternative staffing such as social workers does not justify the potential loss in appropriate and needed services. If, however, the Board feels that it wishes to experiment with an alternative form of staffing, we would respectfully suggest that it be done on a one or two year trial basis only and that a full and comprehensive report analyzing the implications of the change be provided prior to any firm policy change.

RECOMMENDATION:

That the Adjustment Services Department be staffed by experienced and qualified teachers.

Prepared and submitted by: A. J. Krever,
Director of Education.

OFFICE MEMO

1984 01 17

To: A. J. Krever

From: P. S. Beveridge

Re: Replacement for Bill Runge - Student Adjustment Services

Review of our Present Services

Our Special and Educational Services have been developed on a "team approach" to assist principals and teachers to help their students. While the functions and responsibilities in Special Education, Psychological Services, Adjustment Services and Guidance Services differ from one Department to another, nevertheless, the personnel from all Departments are concerned with the PUPIL IN THE EDUCATIONAL SETTING and all, regardless of different types of training, must work together for the common good of our students by sharing talents, skills and information to assist the student to adjust to and progress in the classroom.

This team has been operative since 1963 and the services have been gradually extended to fill the gaps and cover such areas as:

- the identification of learning difficulties, behaviour disorders and other exceptionalities
- the counselling of students within the school setting
- the services for the students whose problems require liaison with involved parties outside the school setting in home or community
- the provision of special classes and programs

These services are currently available to our system and are provided by a staff who are well trained and cohesive.

Current Decision

The following rationale promoting the visiting-teacher model (Adjustment Counsellor) may be of value when making an informed decision relative to filling the vacant position within Student Adjustment Services:

1. As an educator, the Adjustment Counsellor, acting as a visiting-teacher is an appropriate representative of our schools - elementary, vocational, composite secondary.

   . With proven classroom experience, there is an acceptance by his peers and an ability to relate to home and school much more readily.

   . In a therapeutic community like Hamilton-Wentworth, the Adjustment Counsellor brings his awareness of the classroom environment, internal educational resources, school codes, regulations, legislation, procedures and policies to the community conference table. Thus, he is an invaluable educational resource to the community team.

   . Involvement with students and family at home and school as a visiting-teacher who has had classroom experience and curriculum awareness appears to be more acceptable to parents as someone representing the schools .

2. As an educational system in the Hamilton-Wentworth Region, it is important that we utilize the various resources available to our students and families. Some of these are:

	Resource	Personnel
Agencies:	. Children's Aid Societies . Family Service Agency . Catholic Social Services . Regional Social Services . Big Brothers . Big Sisters . etc.	. social workers . child care workers
Clinics:	. Child & Adolescent Services . Chedoke Child and Family Centre	. social workers . psychologists . psychiatrists . speech therapists . child care workers

	Resource	Personnel
Hospitals:	. General . St. Joseph's . Chedoke Child and Family Centre . McMaster University Medical Centre	. social workers . pediatricians . speech therapists . physicians . psychiatrists . psychologists
Residential Treatment Centres:	. Lynwood Hall . B'nai B'rith . Woodview (Canada House)	. social workers . child care workers . psychiatrists
Community Resources, Self-Help Groups:	. Hope Haven . Alienated Youth . Citizen's Action Group . etc.	. private practitioners . community workers . volunteers . interested groups

With a wealth of resources (including numerous social workers) in Hamilton-Wentworth, the education system liaison with other professionals and community workers is best achieved by using educators who are aware of our school system and can relate community concerns to school personnel. The educator's role is to make the best use of the available resources to the advantage of parents, staff and our students.

3. The Adjustment Counsellor role has, over the years, provided excellent training for teachers who were aspiring to future positions of responsibility, e.g. principals, vice principals, consultants, etc. We support the continuation of this type of experience within the department.

- The Adjustment Counsellor works at all levels: junior kindergarten through to grade 13, vocational, trainable retarded, and special education programs. This allows the Counsellor a "system" view of the Board's operations. The program has broadened the awareness of teachers who have come from both elementary and secondary panels of education.

- The Adjustment Counsellor's role expands one's awareness of community resources, their programs, referral procedures, and their use in the community. For example, AATD Team, courts, children's aid societies, clinics, hospitals, self-help groups, etc.

- The role enhances the Counsellor's awareness of Board policies, procedures, school codes, the Education Act and its regulations. Counsellors become involved in the interpretation of the regulations and in the formulation of practice and procedures for our schools.

- As a visiting-teacher the Adjustment Counsellor, using his counselling skills, becomes aware of familial and community needs as he becomes involved with students and parents, and inteprets these needs to the school system.

Summary

On the basis of:

- a current department staff which appears to be well trained, cohesive and effective,
- teacher qualifications appearing to be essential for this staff to develop education reports and effectively represent our school system,
- the community, having numerous social workers assigned to agencies with which we deal, we see no need to recruit personnel trained excusively in yet another discipline (social work),

and

- the Student Adjustment Services Department being an excellent training ground for staff development,

it is strongly recommended that:

The Adjustment Services Department continue to be staffed by experienced and qualified teachers.

ROLE DESCRIPTION

TITLE: Student Adjustment Counsellor

LOCATION: Curriculum and Special Services

RESPONSIBLE TO: Supervisor of Student Adjustment Services

GENERAL REQUIREMENTS:

a) At least 5-10 years of successfully teaching regular classes, special education, guidance, etc.

b) A Bachelor's Degree in Arts or Science, preferably with some background or concentration in Psychology and/or Sociology.

c) A basic Ontario Teaching Certificate, preferably with an advanced certificate in a field of specialization; Guidance, Special Education, etc.

d) A Master's Degree in Guidance, Special Education, Psychology, Sociology or Social Work.

e) Easy rapport with pupils of all age groups.

f) Maturity of judgment and personal ability to help to initiate and maintain harmonious relationships with parents, students, other educational personnel and other professionals representing a broad spectrum of community resources.

GENERAL RESPONSIBILITIES: To work with pupils, parents, teachers, administrators, specialized school personnel and community resources in promoting educational and personal growth of children within our system who have special needs.

DIRECT RESPONSIBILITIES:

a) Concerning the Student

i) Make oneself available for individual counselling with the student.

ii) Direct observation of the student in the classroom.

iii) Directly assist in arriving at decisions concerning suspensions.

iv) Concentrate on working with younger students in order to prevent school dysfunction.

v) Be available for consultation for classroom and alternative program placement.

vi) Initiate psychiatric consultation.

vii) Furnish and interpret information on the student to psychiatric clinics, social agencies, medical practitioners, etc.
viii) Refer cases requiring long-term intervention to appropriate clinics and social agencies.
ix) Refer to Committee of Non Attendance extreme cases of absenteeism.
x) Initiate court charges in Unified Family Court, under the Education Act (Section 29).
xi) Assist school in initiating referrals to Children's Aid Society regarding children showing signs of neglect or abuse, and maintain follow-up procedures as required under board policy.
xii) Prepare a comprehensive school report on the student.
xiii) Work closely with all community resources regarding treatment of students with serious problems.

b) Concerning the Home
i) Make home visits as an extension of the school.
ii) Offer direct services to parents if their home problems are affecting the student's adjustment at school.
iii) Advise the parents of community agencies that can offer them help with their problems.
iv) Interpret learning difficulties to parents in terms of academic achievement.
v) Continue family counselling sessions where applicable in conjunction with appropriate clinics.

c) Concerning the School
i) Make the school aware of the student's home and/or community climate as it might affect his functioning at school.
ii) Arrange case conferences involving community agencies.
iii) Represent and/or arrange for representation of school personnel at conferences held outside the school.
iv) Assist in defining the student's problems as a member of the diagnostic/remedial team and IPRC.
v) Assist the teacher in developing a positive classroom environment.
vi) Serve as a consultant to teachers and all principals regarding special problems.
vii) Maintain and follow, as often as possible, the regular school visitation schedule.
viii) Investigate student absences from school.
ix) Process applications and jointly supervise, where appropriate, students involved in Supervised Alternative Learning for Excused Pupils programs.
x) Be available for school inservice programs.

d) Concerning the Community

i) Provide active involvement as an educational representative on boards of directors and/or committees within various community agencies.

ii) Be sensitive to neighbourhood environment as it affects the student and encourage community improvement.

iii) Be knowledgeable of current community resources.

iv) Speak to community groups about Adjustment Services, Special Services, Hamilton School System, etc.

e) Concerning the Department

i) Provide departmental statistical data, as required.

ii) Maintain accurate casework log.

iii) Participate on committees to improve departmental and special service effectiveness.

iv) Participate in research projects.

v) Participate in personal, professional development and inservice programs.

vi) Diagnose educational and social needs, and make recommendations, where appropriate.

vii) Investigate all applications for Memorial Bursaries.

PROFESSIONAL STAFF OF ADJUSTMENT SERVICES

1983-84

SUPERVISOR

Joseph M. Yurkiw, B.A., M.Ed, Specialist (Special Education), Supervisory Officer's Certificate

SUPERVISORY ASSISTANTS

Wayne E. Elgie, B.A., M.Ed., Specialist (Guidance), Specialist (Physical Education)

Jack H. Lawrence, B.A., M.S.(Ed), Specialist (Special Education)

ADJUSTMENT COUNSELLORS

Craig Ashbaugh, B.A., M.Ed., Specialist (Special Education)

James E. Cairns, B.A., M.Ed., Specialist (Special Education), Year II (Guidance)

Wayne B. Dalgleish, B.A., M.Ed., C.B.S. Dip., Specialist (Special Education)

Elmer W. Dippel, B.A., M.Ed., Specialist (Special Education)

C. Keith Gaiser, B.A., M.Ed., Specialist (Guidance)

Stephen S. Gaudun, B.A., M.S.W., M.S.(Ed.), Year II (Guidance)

A. William Hennessy, B.A., M.Ed., Specialist (Special Education), Year I (Physical Education), C.B.S. Dip. initiated

Victor I. Kadonaga, B.A., M.Ed., Specialist (Special Education)

Lillian E. Orban, B.A., ARCT, M.Ed., Specialist (Guidance), Specialist (Counselling and Attendance)

F. Bryan Schofield, B.A., M.Ed., Specialist (Guidance)

W. Mel Spencer, B.A., M.Ed., Specialist (Guidance), Elementary (Special Education)

SPECIAL NEEDS COUNSELLOR

Jennifer S. Long, B.A., B.S.W., C.B.S. Dip. initiated

POSITION PAPER ON ADJUSTMENT COUNSELLORS

Board Proposal: That Adjustment Counsellors be replaced with non-teaching personnel

Response to Proposal: The Hamilton Principal's Association contends that any vacancies in the Adjustment Services Department should be filled by persons who hold the following qualifications:

(a) Ontario Teaching Certificate
(b) proven classroom ability
(c) M. Ed., M.S.W., M. Sc., or equivalent
(d) proven ability to understand and get along with people

Rationale:

Staff development is considered as an integral component of our educational system. Teachers should be given the opportunity to work in the Adjustment Services Department as a part of their overall experience. It is, then, suggested that Adjustment Counsellors be appointed on a five-year term basis. We, as principals, see this type of training providing a valuable component of a principalship. Present Adjustment Counsellors should be encouraged to apply for other positions of responsibility.

The current role of visiting teacher is still valid in Hamilton. We continue to have an abundance of social workers providing various services in clinics, children's aid societies, corrections, hospitals, and various other community resources at no direct cost to our Board. Resources such as Chedoke Child and Family Centre, Child and Adolescent Services, Children's Aid Societies, Probation and After-Care Services, have indicated an appreciation for the educational service provided by Adjustment Counsellors who continue to be a part of various co-operative community efforts. The Adjustment role is a generalist role offering a counselling service to the schools, consultation to parents and resources and a liaison/reporting role on behalf of our schools and community.

It is essential that a person who has an educational (i.e., teaching) background represents the school system at various conferences with community agencies. Teachers representing other teachers is valuable in that their knowledge of the educational system prevents misrepresentation. It is also an expectation by community agencies that a representative of the Hamilton Board of Education will be able to converse about educational matters.

At conferences, on our children, the agencies of the community most often have psychological and/or psychiatric personnel and social workers in attendance. It is important that the educational sector be represented by teachers who have the confidence of both school and agency personnel. Teachers and/or principals may be invited to conferences, but this is not always possible with classroom committments.

A person experienced in working with curriculum is vital as a member of the educational team. Many pupils, as adjustment cases, are in need of curriculum modification and/or remediation. Adjustment Counsellors, as teachers, can assist in working with students requiring such assistance.

Recommendations:

1. Adjustment Services positions should be posted in the schools.

2. Adjustment Counsellors should hold, as a minimum, the following qualifications:

   i) Teaching Certificate
   ii) M. Ed., M.S.W., M. Sc. or equivalent

3. Appointments to the Adjustment Services Department should be on a five-year term basis.

4. Appointments should be considered as part of the on-going staff development program.

Respectfully submitted,

D. P. Babcock
I. D. McNaughton
W. J. Russell
W. G. Thomas

1984 01 31

The Chairman and Members
The Education Management Committee,
The Board of Education for the City of Hamilton,

Ladies and Gentlemen:

RE: CO-OPERATIVE EDUCATION PROGRAMME

As directed, the following is presented as additional information to the January, 1984 Co-operative Education Programme report.

- A brief presentation is planned for this meeting in which several of the points raised and the questions posed at the January meeting will be addressed. There will be time for further questions and discussion at the meeting. Staff from the Education Centre and from the schools will be present.

- The Ministry of Education has been contacted; Dr. Alan Kingstone, Education Officer at the Central Ontario Regional Office stated that it is the clear expectation of the Ministry that teachers will monitor the out-of-school component of the co-operative education programme.

- It should be noted that it is expected that some work-place monitoring, especially in schools with low co-operative education enrolments, will continue to be a function in 1984-85 of central office staff.

It is respectfully recommended:

a) That monitoring and supervision of Co-operative Education programs be done by teachers in the schools.

b) That, if necessary, up to a total equivalent of three additional staff positions be created to monitor co-operative education programmes in the schools for the 1984-85 academic year.

c) That for the 1984/85 transition period central office staff, for the purposes of leadership, programme maintenance, programme in-service, co-ordination and station creation be maintained.

Prepared by: Clare G. W. McKague, Superintendent, Curriculum and Special Services, on the basis of the R.O.S.E. Co-operative Education Sub-Committee Report

Submitted by: Clare G. W. McKague, Superintendent, Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

Education Centre
100 Main Street West
Hamilton, Ontario
1984 01 17

To the Chairman and Members
Education Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen:

Re: SPECIAL EDUCATION STAFFING REQUIREMENTS
1984 - 1985

PREAMBLE

Special education services in Hamilton continues to attempt to provide a continuum of intervention strategies which will meet the needs of the individual students identified as requiring assistance. The support services range from help in the regular classroom by the regular class teacher, to withdrawal provision at intervals dependent upon the nature/severity of the problem being addressed (Learning Resource Program), to placement in a special education program.

Implicit in this model is the concept of continual assessment, assistance where necessary and an annual review of the student's progress and placement. The basic intent of this model is to maintain students in their home community with appropriate service unless special class placement is required to meet their needs adequately.

The introduction of the Learning Resource Teacher concept and two Primary Opportunity classes in September, 1982, along with the Gifted and Autistic programs in 1983, has made it possible for the Hamilton system to commence a full continuum of special education services for the students of Hamilton, in accordance with the requirements of Bill 82.

It should be noted that only those programs where additional staffing is being requested will be addressed in this report.

STAFFING REQUIREMENTS 1984 - 1985

Three factors relative to the staffing requirements for 1984-85 should be noted:

(i) the expansion of programs and the addition and/or re-allocation of staff are in accordance with the approved Official Board Plan;

(ii) with the additional programs and staff requested for 1984-85, including staff re-allocations, 95% of the Board's plan will be in place;

(iii) a Special Needs Survey will be conducted during the winter term of 1984, the results of which may require a revision of some existing programs.

PROGRAM/STAFFING NEEDS 1984 - 1985 -- ELEMENTARY

SPECIFIC LEARNING DISABILITIES

This program is designed to meet the needs of pupils with average to above-average potential, who display severe specific learning problems.

CURRENT NUMBER OF CLASSES	CURRENT NUMBER OF PUPILS INVOLVED	NUMBER OF STUDENTS AWAITING PLACEMENT (IP&RC'd)	NUMBER OF REFERRALS FOR IP&RC CONSIDERATION	ADDITIONAL CLASSES REQUESTED IN BOARD PLAN, 1984-85
31	248 (31x8)	23	48	2

- of the 71 students either awaiting placement or to be considered by an IP&RC, approximately 80% are involved with special education assistance either through the services of a learning resource teacher and/or a special education teacher
- students leave the program throughout the year at which time students on the waiting list are placed
- although the number of approved and referred students is high, the following should be noted:
  - (a) there is some movement of students throughout the year;
  - (b) with learning resource teacher service increasing in the schools across the system, the students with mild to moderate learning difficulties will be accommodated in their home school on a withdrawal basis;
  - (c) based on past history, there will be 50-60 spaces available for September, 1984;
  - (d) the plan for Specific Learning Disabilities represents a "capping off" of this program in conjunction with the expansion of the Learning Resource Program.

PRIMARY OPPORTUNITY

The primary opportunity program provides a learning environment for slower-developing pupils who have been identified as requiring a specialized support system.

CURRENT NUMBER OF CLASSES	CURRENT NUMBER OF PUPILS INVOLVED	NUMBER OF STUDENTS AWAITING PLACEMENT (IP&RC'd)	NUMBER OF REFERRALS FOR IP&RC CONSIDERATION	ADDITIONAL CLASSES REQUESTED IN BOARD PLAN, 1984-85
4	40 (4x10)	none	2	2

- additional numbers are expected as senior kindergarten and grade one pupils are assessed during the spring term as a result of parent, teacher and principal review of student progress
- the program of the existing four classes has proved successful in terms of meeting the needs of those pupils who have been identified as needing this support program.

GIFTED

This program provides appropriate learning strategies for pupils with an unusually advanced degree of general intellectual ability.

CURRENT NUMBER OF CLASSES	CURRENT NUMBER OF PUPILS INVOLVED	NUMBER OF STUDENTS AWAITING PLACEMENT (IP&RC'd)	NUMBER OF REFERRALS FOR IP&RC CONSIDERATION	ADDITIONAL CLASSES REQUESTED IN BOARD PLAN, 1984-85
4 (Grade 4/5)	80 (4x20)	none	none	4

- no students are awaiting placement as the students previously approved by an IP&RC have been placed
- the identification process at the grade 3 and grade 6 level will be implemented during the spring term, at which time referrals will be considered by the IP&RC
- the additional four classes requested are in harmony with the implementation of the gifted program and will utilize re-allocated staff.

LEARNING RESOURCE PROGRAM

This program is designed to provide daily remedial assistance for identified students with learning problems and to assist regular class teachers in addressing specific areas of weakness.

CURRENT NUMBER OF LEARNING RESOURCE TEACHERS	SCHOOLS INVOLVED	CURRENT NUMBER OF STUDENTS INVOLVED		ADDITIONAL STAFF REQUESTED IN BOARD PLAN, 1984-85
		EXCEPTIONAL	NON-EXCEPTIONAL	
11	Adelaide Hoodless/ Stinson	2	50	4 additional 5 re-allocated (from Reading Assistants)
	Cecil B. Stirling	3	32	
	Earl Kitchener/ Mountview	1	31	
	George L. Armstrong/ Pauline Johnson	3	58	
	Sir Isaac Brock/ Glen Brae	2	30	
	James MacDonald/ Seneca	4	37	
	Lloyd George/ Queen Mary	1	30	
	Memorial	2	26	
	Parkdale/Lake Avenue	0	30	
	Prince Philip/ Ryerson	3	72	
	R. A. Riddell	2	23	

- the expansion of this program is in concert with the Official Board Plan;
- the program allows flexibility by principals in addressing and programming for the learning problems of students in their home schools;
- the program complements the "in-school diagnostic remedial teams" that have been established by many schools to address students with problems;
- the use of volunteers and "buddies" continues to be an integral part of the program;
- the assignment of a learning resource teacher to a school, and the subsequent assistance given to regular class teachers by the learning resource teacher, continues to be an excellent, practical in-service for the regular class teacher.

PROGRAM/STAFFING NEEDS 1984 - 1985 -- SECONDARY

COMPOSITE LEARNING RESOURCE PROGRAM

This program provides remediation and/or compensatory skills (based on individual programming) for areas of specifically identified weaknesses.

CURRENT NUMBER OF LEARNING RESOURCE TEACHERS	SCHOOLS INVOLVED	CURRENT NUMBER OF STUDENTS INVOLVED		ADDITIONAL STAFF REQUESTED IN BOARD PLAN, 1984-85
		EXCEPTIONAL	NON-EXCEPTIONAL	
7	Delta/Westdale	2	48	2
	Glendale	0	15	
	Hill Park	1	40	
	Sir John A. Macdonald	8	14	
	Sir Winston Churchill	0	30	
	Westmount	2	28	
	G. P. Vanier (.5)	0	14	

- the additional two staff at the composite level is in accordance with the Official Board Plan and will bring the Board closer to the reality of a learning resource teacher in each secondary composite school (75% attained with the additional two staff for 1984-85)
- the expansion of the learning resource programs will increase even more effectively the ability of staff to meet the needs of secondary students with specific weaknesses

GIFTED

This program allows for appropriate teaching strategies to meet the needs of identified students of an advanced general level of intellectual ability.

CURRENT NUMBER OF LEARNING RESOURCE TEACHERS	SCHOOLS INVOLVED	CURRENT NUMBER OF STUDENTS INVOLVED	ADDITIONAL STAFF REQUESTED IN BOARD PLAN, 1984-85
6	Barton	12	1 teacher = 6 lines
	Delta	17	
	Glendale	10	
	Sherwood	16	
	Westdale	7	
	Westmount	11	

- with the closing of the two Grade 13 schools, 12 secondary composite schools will be servicing the secondary students of Hamilton -- the addition of one teacher equivalent (re-allocated) will allow an additional six lines of gifted programming at the remaining six schools currently not being serviced.

PROGRAMS EXTANT AND STAFFING/PROGRAM REQUESTS 1984 - 1985

PROGRAMS	CURRENT STATUS	NUMBER OF SCHOOLS INVOLVED	ADDITIONAL STAFF REQUESTS	
			ADDITIONAL	RE-ALLOCATED
Opp. (Jr., Int.)	66 classes	45	0	0
Opp. (Prim.)	4 classes	4	2	0
Gifted (Prim. LRT)	4 staff	All elem. schools	0	0
Gifted (Elem.)	4 classes	4	0	4
Gifted (Sec.)	6 lines	6	0	1
Auditorily Impaired	5 classes	2	0	0
Visually Impaired	1 class	1	0	0
Physically Impaired	5 classes	2	0	0
Assessment	2 classes	1	0	0
Beh. Except.	7 staff (6 classes)	3	0	0
Autistic	1 class	1	0	0
Language & Speech	4 classes	3	0	0
SLD	31 classes	20	2	0
LRT -- Elem.	11 staff	19	4	5
LRT -- Sec.	7 staff	8	2	0
LRT -- Voc.	3 staff	3	0	0
TR -- Schools	33 staff (including four .5 positions)	3	0	0
TR -- Satellite	8 classes	4	0	0

It is respectfully recommended in order to complete the second-to-last phase of the Official Board Plan:

Part I

That two additional Secondary Composite Learning Resource Teachers be appointed, effective 1984 09 01.

That the equivalent of one teacher (six lines) be reallocated to the Secondary Gifted Program, effective 1984 09 01.

Part II

That eight additional teachers be assigned to the elementary staff, effective 1984 09 01 (two Specific Learning Disabilities, two Primary Opportunity, four Learning Resource Teachers).

That a total of nine reallocated staff be assigned to the Gifted and Learning Resource Programs, effective 1984 09 01 (four Gifted, five Learning Resource Teachers).

Prepared by: R. G. Adams, Supervisor
Special Education Department
and P. S. Beveridge
Curriculum and Special Services

Submitted by:
P. S. Beveridge
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 01 20.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Miss Denyse Beauchemin, 1984 02 06 to 1984 06 30

Mr. Sebastiano Santucci, 1983 11 28 to 1984 01 03

(b) That the request of Mr. Peter Birch for a Leave of Absence for Personal Reasons, effective 1984 02 01 to 1984 08 31, approved at the June Meeting, be rescinded.

(c) That the resignation of Mrs. Mildred Armstrong, who is retiring on superannuation, effective 1984 08 31, be accepted with regret, and that she be considered for gratuity in accordance with the Board's plan.

(d) That the resignation of Miss Megan Lawrence, Program Leader, Alternative Education Program/School, who is retiring on superannuation, effective 1984 08 31, be accepted with regret, and that she be considered for gratuity in accordance with the Board's plan.

(e) That the resignation of Mr. Norman Maxwell, Principal, who is retiring on superannuation, effective 1984 08 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(f) That the present Board practice relating to the school day schedule for secondary schools be amended for all schools to read as follows:

"That the normal commencement of classes be 9:00 a.m. and that the normal dismissal of classes be at 3:30 p.m. (composite) and 3:00 p.m. (vocational). Any requests for deviation from the above schedule is subject to the prior notification of parents of the pupils and approval of the Superintendent of Operations."

Superintendent of Curriuclum & Special Services:

(a) That three secondary school (composite) Languages Department Heads and three secondary school (composite) teachers attend the "Ontario Modern Language Teachers' Association Conference" to be held at Toronto, Friday, 1984 03 02 and Saturday, 1984 03 03, and that $100.00 each be paid towards registration and expenses.

(b) That one secondary school teacher of Science attend the "Second Annual Conference for Energy Educators" to be held at Orillia, Thursday, 1984 02 23 to Saturday, 1984 02 25, and that $65.00 be paid towards registration and expenses.

(c) That one secondary school (vocational) teacher attend the "Good News Conference" to be held at Toronto, Thursday, 1984 03 01 to Saturday, 1984 03 03, and that the registration fee of $150.00 be paid.

(d) That the action of the Superintendent of Curriculum & Special Services in permitting one secondary vocational teacher to attend the "37th Annual Educational Conference, Niagara Parks Commission School of Horticulture", at Niagara Falls, Ontario, Thursday, 1984 02 02 and Friday, 1984 02 03, and that $125.00 be paid towards registration and expenses, be approved.

(e) That two secondary school (composite) teachers attend the "Ninth Annual Science Teachers' Seminar" to be held at Chalk River, Thursday, 1984 04 12 to Saturday, 1984 04 14, and that $250.00 each be paid toward expenses.

(f) That five secondary school teachers attend the "Reading '84 Conference" to be held at Toronto, Thursday, 1984 02 16 and Friday, 1984 02 17, and that $115.00 each be paid towards registration and expenses.

(g) That one vocational assistant attend the Film Showcase sponsored by the Ontario Film Association to be held at Geneva Park, Lake Couchiching, Monday, 1984 04 09 and Tuesday, 1984 04 10, and that $189.00 be paid towards registration and expenses.

(h) That one secondary school (composite) teacher attend the "Industry Accident Prevention Association Conference" to be held in Toronto, Monday, 1984 04 09, and that $33.00 be paid towards registration and expenses.

(i) That an artist-in-residence be located in Westdale Secondary School. It is understood that the artist would be in the school during regular week-day working hours and evening school hours only and her use of the area designated in the school would be subject to an acceptable contract being drawn up.

Associate Superintendent of Curriculum and Special Services

(a) That two secondary school teachers attend the 7th Ontario Association for Children with Learning Disabilities Conference to be held in Toronto, Thursday, 1984 04 12 and Friday, 1984 04 13, and that each receive $160 towards the cost of registration and expenses.

(b) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one secondary school teacher to attend CEED (Congres du conseil des enseignants de l'enfance en difficulte), held in Ottawa, Thursday, 1984 02 02 to Saturday, 1984 02 04, be approved and that her expenses be paid according to policy.

(c) That the action of the Associate Superintendent of Curriculum and Special Services in permitting 4 Guidance Counsellors and 4 Technical Heads to participate in the Canadian Forces Tour to the Royal Military College and School of Communications, Kingston, Tuesday, 1984 01 10 and Wednesday, 1984 01 11, be approved, at no cost to the Board.

Respectfully submitted,

A. J. Krever,
Director of Education.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 01 23.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: Possible Student Exchange With Fukiyama, Japan

In July, the Director was presented with an idea for an exchange visit between composite secondary school students from Hamilton and from Fukiyama, Japan, by two secondary school teachers. After this initial discussion the teachers were given permission to proceed with more detailed information gathering. This has been completed.

It appears that government grants will be given to facilitate such an exchange visit. Mayor Morrow of Hamilton and Mayor Makimoto of Fukiyama are in support of the exchange visit.

Before proceeding any further with this proposed exchange it is necessary to obtain permission. If permission is given a concrete proposal that would outline numbers of students, date of the trip and individual costs, will be made to the Board in March.

It is recommended that permission be given to proceed with the planning for a student exchange between composite secondary school students of Fukiyama, Japan and Hamilton, Ontario.

Prepared and submitted by: K. A. Rielly, Superintendent of Operations

Approved by: A. J. Krever, Director of Education

Education Centre
Hamilton, Ontario
1984 01 31

To the Chairman and Members
Education Management Committee
Board of Education for the
City of Hamilton

Ladies and Gentlemen:

RE: French Immersion
Senior Kindergarten Enrolment

The following report will provide a variety of possibilities for addressing the problem of large waiting lists for Senior Kindergarten students at two of our French Immersion schools. It will also examine the possible direction for extension of the program through the grades at a third school.

In attempting to meet the requests of parents for the French Immersion program, it is, therefore respectfully recommended:

1. That for Earl Kitchener, 2 Senior Kindergarten classes of 25 students each be maintained, and a temporary location for the program be established at George R. Allan for 1 Senior Kindergarten class of 25 students. This extra class location would be reviewed each year, so that the class would return to Earl Kitchener as soon as possible to assist in grade/class organization.

2. That for Pauline Johnson, 2 Senior Kindergarten classes of 25 students each be maintained, and a temporary location for the program be established at Peace Memorial for 1 Senior Kindergarten class of 25 students. This extra class location would be reviewed each year, so that the class would return to Pauline Johnson as soon as possible to assist in grade/class organization.

3. That for A. M. Cunningham, further time be given to fully study the French Immersion needs of the east end community, and that a recommendation be contained in the 1985 Accommodation Report.

Prepared and Submitted by: Ronald A. Kennedy
Area Superintendent of Education

Approved by: Arnold J. Krever
Director of Education

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

FRENCH IMMERSION IN HAMILTON

The Impetus and Growth of Immersion

French Immersion has without a doubt captured the imagination of parents across the entire country. The number of students pursuing various modalities of immersion is approximately 100,000. About fifty percent of the students enrolled in this program are Ontarians. As of September 30, 1983, there were 681 students in our French Immersion program.

The immersion cycle in Hamilton has followed the usual phases: parent groups making their desires known; the Board adopting an experimental immersion program; the development of a long range elementary school commitment; the development of a system approach to serve the needs of the immersion phenomenon across the city; the continuation of the program to the secondary school level; pressure for further expansion.

The present practice for French Immersion permits the formation of two senior kindergarten classes with a maximum total enrolment of fifty students located at Earl Kitchener, Pauline Johnson, and A. M. Cunningham Schools. These guidelines have not presented a major problem until this year. The popularity of this program has now resulted in over-subscribing at all three schools.

French Immersion
Senior Kindergarten for September 1984

		City Requests	Out of City Requests
I	Earl Kitchener	83	4
II	Pauline Johnson	73	4
III	A. M. Cunningham	54	2

Registration Background

It has been the practice to enrol students in French Immersion only after January 1 in each school year.

Previously, school newsletters, in December, announced the program enrolment date to parents whose children were already in the program. A Board letter was distributed to elementary children in all schools in mid-January. Finally, an advertisement was placed in the newspaper about the end of January.

This year, in order to give all parents an equal opportunity for enrolment on January 1st, the advertisement was placed in the newspaper during December. As a result,

two schools reached their enrolment capacity of fifty students on the first day of registration and had to develop a waiting list.

Since the schools have different situations regarding accommodation of the French Immersion program, each school will be examined separately:

Earl Kitchener

EARL KITCHENER (OP. CAP. = 544)							
	1981	1982	1983	1984	1985	1986	1987
Jr.K.	39	39	40	41	40	45	44
Kgn.	14+60	22+49	20+50	77	74	68	84
1	30+47	22+56	32+53	76	84	82	76
2	19+43	28+48	24+51	80	72	81	79
3	27+44	20+40	27+47	74	79	71	78
4	29+41	29+44	27+35	58	70	74	67
5	32+27	29+35	30+41	60	50	60	64
Eng./Fr.	190+262	189+272	200+277	466	469	481	491
Total	452	461	477				

The distribution of pupils requesting French Immersion are shown on appendix B.

With the closure of Allenby in June 1985, the available classroom space may be needed to accommodate those students coming to Earl Kitchener from Allenby.

The retention rates for many grades is higher for 1983 as many parents moving into Hamilton have children educated in French Immersion (see appendix A).

The possibilities that exist for the program at this school are:

(a) make no changes for September 1984 i.e., maintain the present practice of 2 Senior Kindergarten classes of 25 students each

(b) increase the number of registrants to 60 students i.e., for September 1984 there would be 3 Senior Kindergarten classes of 20 students each; this would produce 2 Grade 1 classes of approximately 29 students each the following year.

(c) maintain 2 Senior Kindergarten classes of 25 students each at Earl Kitchener, but establish a temporary location for the program of 1 Senior Kindergarten class of 25 students at Queen Victoria. This extra class location would be reviewed each year, so that the class would return to Earl Kitchener as soon as possible to assist in grade/class organization.

(d) maintain 2 Senior Kindergarten classes of 25 students each at Earl Kitchener, but establish a temporary location for the program of 1 Senior Kindergarten class of 25 students at George R. Allan. This extra class location would be reviewed each year, so that the class would return to Earl Kitchener as soon as possible to assist in grade/class organization.

(e) increase the number of registrants at Earl Kitchener to 60 students and establish a class of 27 at George R. Allan. This approach would create a dual track program at George R. Allan (K to 5). It would have to be reviewed during the 5th year re: Dalewood and Ryerson. Future demand at George R. Allan may require an expansion to two Senior Kindergarten classes.

Pauline Johnson

PAULINE JOHNSON (OP. CAP. = 400)							
	1981	1982	1983	1984	1985	1986	1987
Jr. K.	20	20	30	30	35	40	40
Kgn.	14+50	11+44	0+47	16+50	12+50	16+50	11+50
1	18+41	26+45	15+42	8+43	18+47	12+47	17+47
2	15+23	16+35	29+40	15+40	8+41	17+45	12+45
3	17+28	15+22	15+31	29+37	15+36	8+39	16+42
4	2-+28	13+26	19+20	15+29	29+35	15+33	8+35
5	24	20+29	20+24	19+17	15+26	29+33	15+31
Total	128+170 298	121+201 322	128+204 332	132+216 348	132+235 367	137+247 384	119+250 369

The possibilities that exist for the program at this school are:

(a) make no changes for September 1984, i.e., maintain 2 Senior Kindergartens of 25 students each

(b) maintain 2 Senior Kindergarten classes 25 students at Pauline Johnson, but establish a temporary location for the program of 1 Senior Kindergarten class of 25 students at Peace Memorial School. This extra class location would be reviewed each year, so that the class would return to Pauline Johnson as soon as possible to assist in grade/class organization.

(c) establish a class of 27 students in Kindergarten at Peace Memorial School. This approach would create a dual track program at Peace Memorial (K to 5). It would have to be reviewed during the 5th year to determine a senior elementary school.

A. M. Cunningham

At the present time, only Kindergarten and Grade 1 classes are housed in A. M. Cunningham School. There is sufficient accommodation space to expand the program to two Grade 2 classes for September 1984. Present enrolment predictions indicate that French Immersion Kindergarten to Grade 2 will be able to continue at A. M. Cunningham for a number of years.

In September 1985, the Grade 3 class could be accommodated at Delta Secondary School. During the following two years, both the Grade 4 and Grade 5 classes could be accommodated at Delta Secondary School.

In September, 1988, accommodation will be needed for a Grade 6 class. A possible location for this class would be Memorial School. Subsequently, the Grade 7 and Grade 8 classes (i.e., September 1989 and 1990) could also be accommodated at Memorial. It should be noted, however, that by 1988 two factors would have to be investigated - the available space at Memorial School and the locations of the children attending the Grade 6 class. The results of such investigations could result in the selection of a school other than Memorial.

East-End French Immersion Accommodation Possibility

Year	Grades	Location
1984-1985	Kgn., Grade 1, Grade 2	A. M. Cunningham School
1985-1986	Grade 3	Delta Secondary
1986-1987	Grade 3, Grade 4	Delta Secondary
1987-1988	Grade 3, Grade 4, Grade 5	Delta Secondary
1988-1989	Grade 6	Memorial*
1989-1990	Grade 6, Grade 7	Memorial*
1990-1991	Grade 6, Grade 7, Grade 8	Memorial*

* an alternative site may be necessary

APPENDIX A

II ENROLMENT IN THE FRENCH IMMERSION PROGRAM
-as of September 30, 1975 to 1983

	1975	1976	1977	1978	1979	1980	1981	1982	1983
A. M. CUNNINGHAM									
Kindergarten								43	35
Grade One									37
EARL KITCHENER									
Kindergarten	50	46	50	50	49	50	60	49	50
Grade One		45	42	50	49	48	47	56	53
Grade Two			39	40	46	43	43	48	51
Grade Three				35	34	45	44	40	47
Grade Four					30	33	41	44	35
Grade Five						32	27	35	41
RYERSON									
Grade Six							30	25	38
Grade Seven								32	30
Grade Eight									33
PAULINE JOHNSON									
Kindergarten			33	38	29	43	50	44	47
Grade One				28	34	26	41	45	42
Grade Two					25	31	23	35	40
Grade Three						25	28	22	31
Grade Four							28	26	26
Grade Five								29	20
CARDINAL HEIGHTS									
Grade Six									25
TOTALS AND RETENTION RATES									
Kindergarten	50	46	83	88	78	93	110	136	132
Grade One		45	42	78	83	74	88	101	132
Retention Rate		.900	.913	.940	.943	.949	.946	.918	.971
Grade Two			39	40	71	74	66	83	91
Retention Rate			.780	.870	.855	.892	.892	.943	.901
Grade Three				35	34	70	72	62	78
Retention Rate				.700	.739	.986	.973	.939	.940
Grade Four					30	33	69	70	61
Retention Rate					.600	.971	.986	.972	.984
Grade Five						32	27	64	61
Retention Rate						1.07	.818	.928	.871
Grade Six							30	25	63
Retention Rate							.938	.926	.984
Grade Seven								32	30
Retention Rate								1.07	1.20
Grade Eight									33
Retention Rate									1.03
TOTALS	50	91	164	241	296	376	462	573	681

EARL KITCHENER SCHOOL

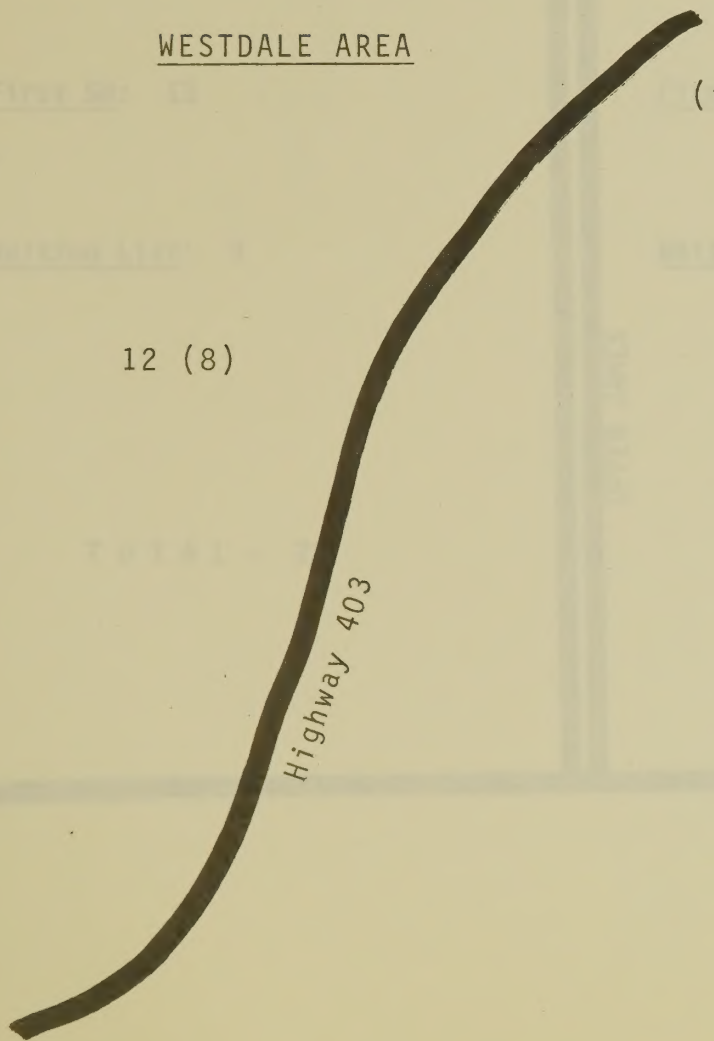
KINDERGARTEN FRENCH IMMERSION

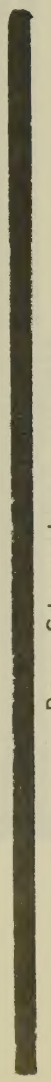
SEPTEMBER 1984

PUPILS LISTED IN GROUP OF FIRST 50

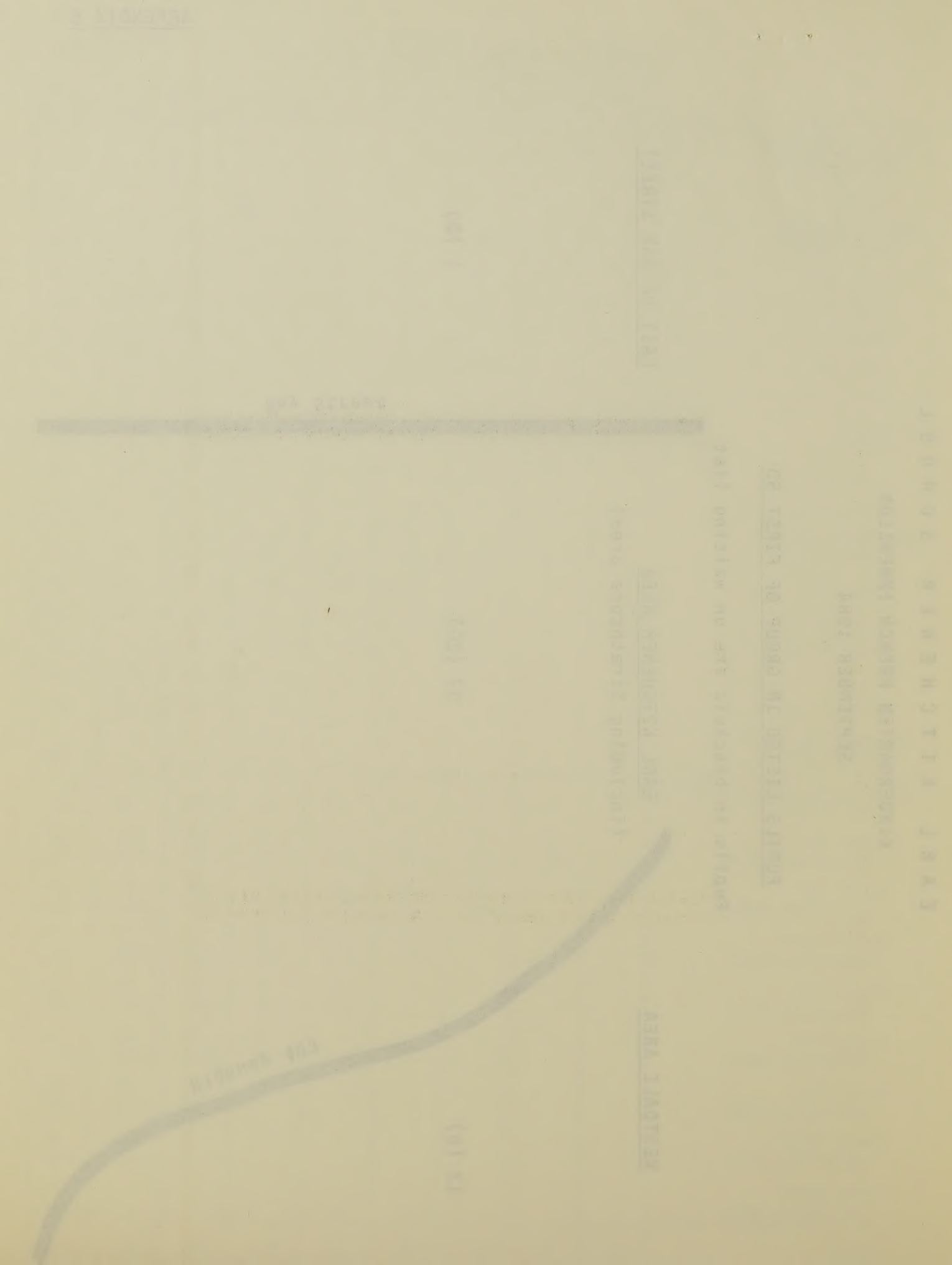
Pupils in brackets are on waiting list

WESTDALE AREA	EARL KITCHENER AREA (including Strathcona area)	EAST OF BAY STREET
12 (8)	37 (20)	1 (2)



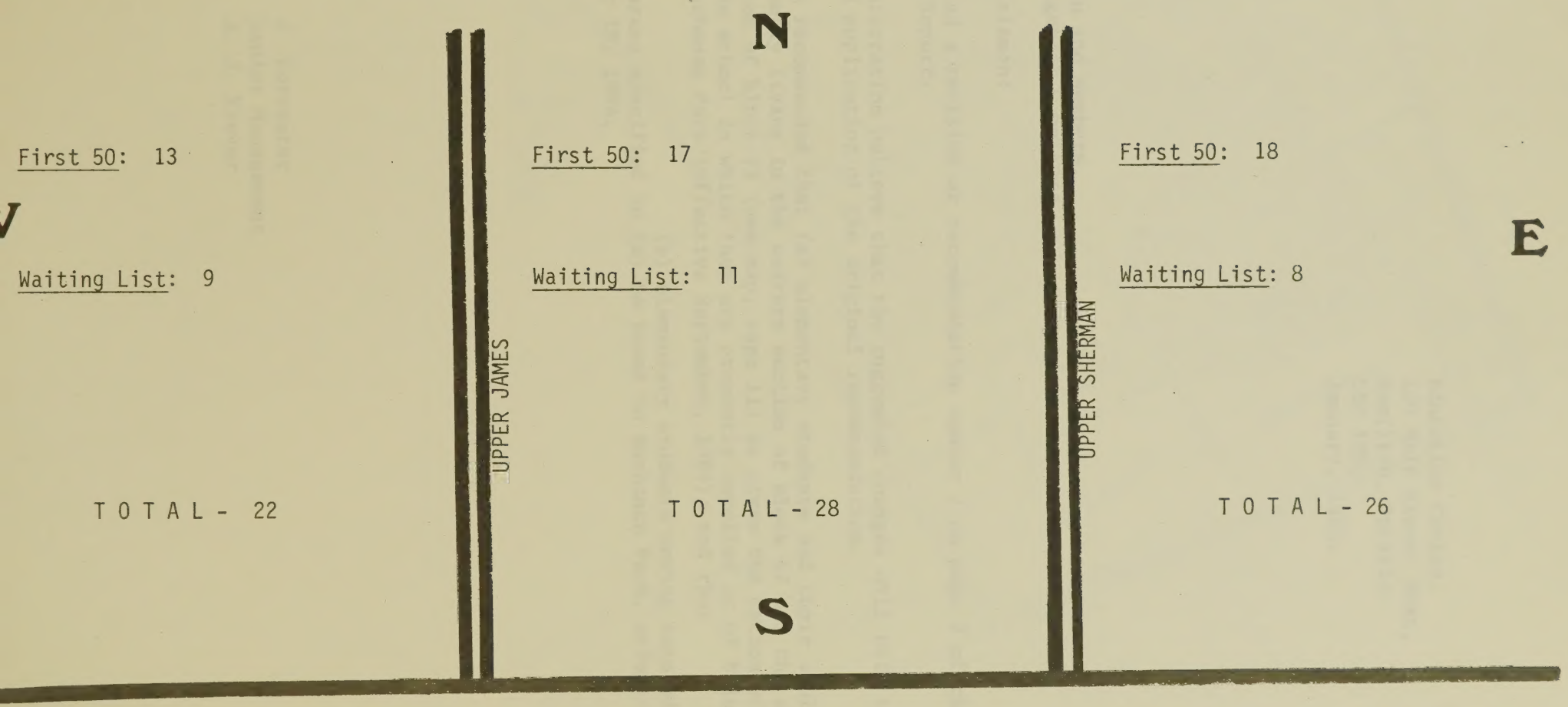


APPENDIX B



PAULINE JOHNSON FRENCH IMMERSION SENIOR KINDERGARTEN ENROLMENT 1984/85

-GEOGRAPHICALLY-



APPENDIX C

Education Centre,
100 Main Street West,
Hamilton, Ontario,
L8P 1H6,
January, 1984.

To the Chairman and Members,
Education Management Committee.

Ladies and Gentlemen:

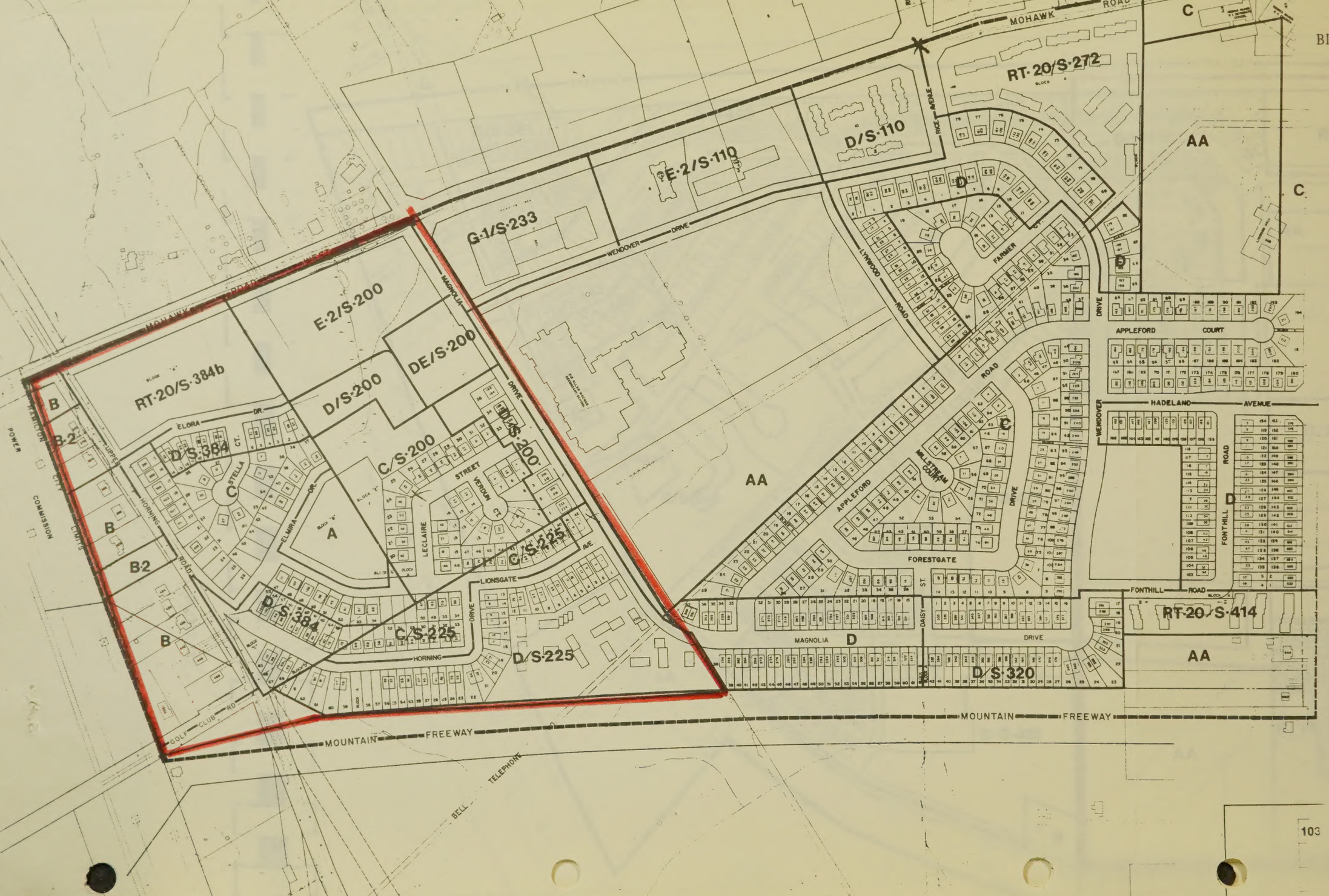
Please find a revision of recommendation number 7 on page 3 of the 1983-84 Accommodation Report.

The administration believe that the suggested changes will help to clarify the intent and application of the original recommendation.

7. It is recommended that (a) elementary students and their siblings presently living in the western section of block 62 and the eastern section of block 72 (see map, page 11) be given the option of staying at the school in which they are presently enrolled or of being bused to Buchanan Park (effective September, 1984); and that

(b) elementary students moving into either of the areas specified in (a) be bused to Buchanan Park, effective March 19, 1984.

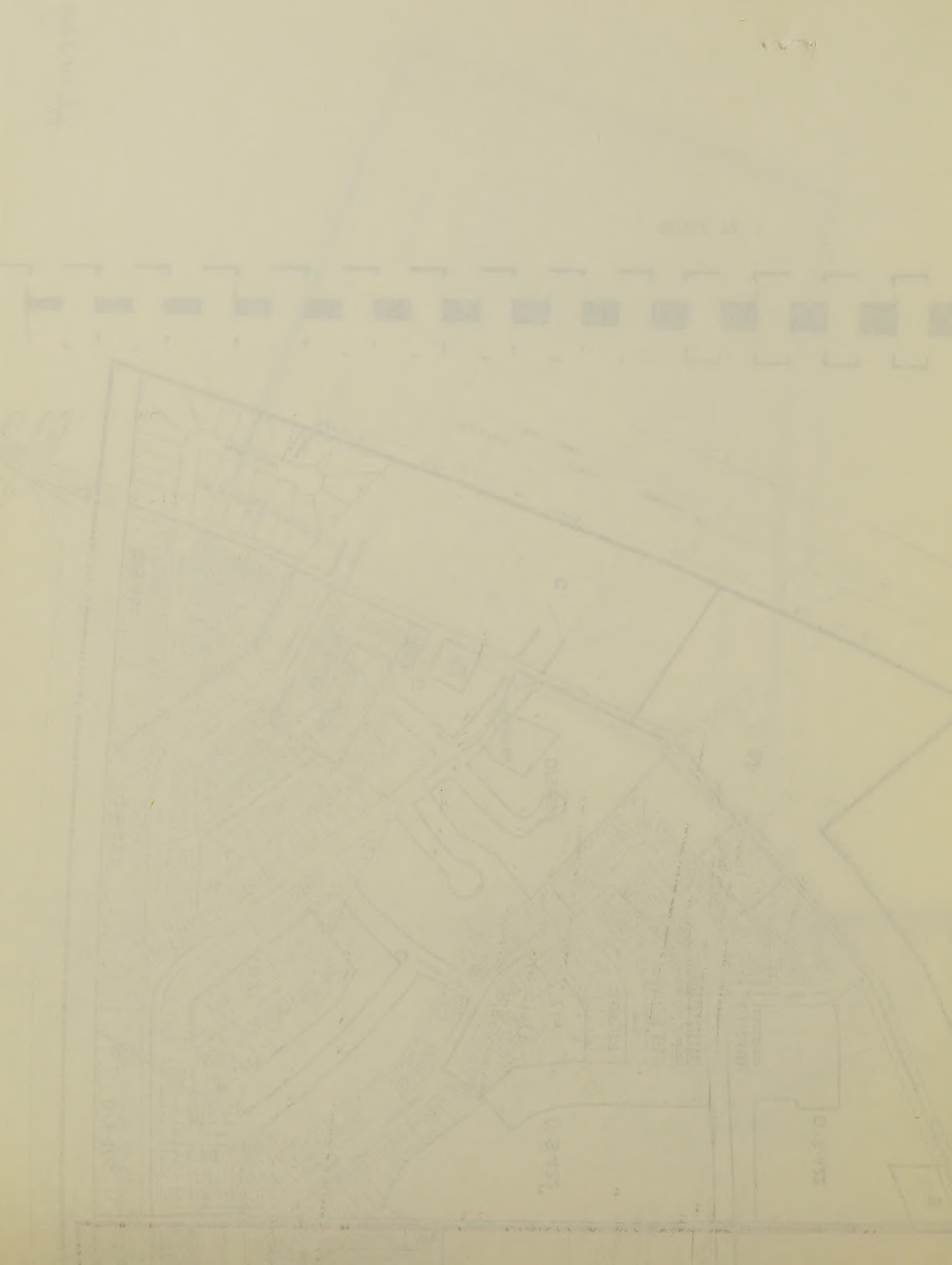
Prepared by: J. Forrester
Approved by: Senior Management
Submitted by: A. J. Krever


BLOCK 62
RT-20/S-384b
E-2/S-200
D/S-200
DE/S-200
D/S-384
C/S-200
D/S-200
C/S-225
D/S-384
C/S-225
D/S-225
E-2/S-110
D/S-110
G-1/S-233
RT-20/S-272
AA
C
D
RT-20/S-414
D/S-320
B
B-2
A
MOHAWK
ROAD
WENDOVER
DRIVE
RICE AVENUE
LYNWOOD
ROAD
APPLEFORD
COURT
HADELAND
AVENUE
FONTHILL
ROAD
FORESTGATE
ST
DAISY
MAGNOLIA
DRIVE
LIONSGATE
AVE
HORNING
ROAD
ELGRA
DR
STELLA
CT
ELMIRA
DR
LECLAIRE
STREET
VERDUN
CT
MILLSTREAM
COURT
FARMER
MOUNTAIN
FREEWAY
GOLF
CLUB
RD
BELL
TELEPHONE
POWER
COMMISSION
103
FESSENDEN



BLOCK 72

D/S-581
D/S-423
D/S-405
D/S-422
D/S-591
D/S-596
D/S-710
C/S-443
C/S-446
C/S-320
D/S-452
D/S-430
RT-10/S-320
E-2/S-518
RT-10
D/S-564
B-2
AA
B
C
MOUNTAIN FREEWAY
UPPER PARADISE ROAD
CHURCH ROAD
STONE
ELDA COURT
MONTEAGLE COURT
DUNSMUIR PLACE
ADIS AVENUE
NAPIER DRIVE
GUILDWOOD DRIVE
ANTHONY ST.
ATKINS DRIVE
GREENCEDAR DRIVE
AMALFI DRIVE
MILANO COURT
FIRENZE ST
GOLFWOOD DRIVE
GOLDWIN CT.
GOLDWIN ST.
GILCREST ST.
GOSFORD DRIVE
VESPARI PLACE
MEGNA COURT
HAMILTON CITY LIMITS
HAMILTON ELECTRIC POWER COMMISSION CITY LIMITS



The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 01 20.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Lynne Davies, 1984 05 01 to 1984 06 28 (.5)

Mrs. Linda Geddes, 1984 03 05 to 1984 06 28

Mrs. Elaine Panting, 1984 01 02 to 1984 02 03

Mrs. Kathleen Watters, 1984 03 19 to 1984 06 28

(b) That Mrs. Barbara Hogan be returned from Leave of Absence and assigned teaching duties, effective 1984 01 23.

(c) That the request of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Sylvia Mackrory, 1984 04 01 to 1984 06 29

Mrs. Christine A. McKerlie, 1984 03 05 to 1984 06 29

Mrs. Vera Rehill, 1984 04 02 to 1984 06 29

Mrs. Wenda Tulloch, 1984 05 01 to 1984 06 29

Mrs. Janet Verhaeghe, 1984 03 19 to 1984 06 29

(d) That the request of Mrs. Jeanelle Horlacher for a Maternal Leave of Absence, effective 1984 04 30, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Parental Reasons until 1985 08 31.

(e) That the request of Mrs. Valerie Lucas for a Leave of Absence for Personal Reasons, effective 1984 09 01 to 1985 08 31, be granted.

(f) That the request of Mrs. Jessie Bullis for a Disability Leave, effective on the afternoon of 1984 02 20, be granted.

(g) That the request of Mrs. Patricia Joslin for an extension of her Leave of Absence with a Parental Leave, effective 1984 02 01 to 1984 03 09, be granted.

(h) That the timetable of Mrs. Audrey Knox be increased from half-time to full-time effective 1984 05 01 to 1984 06 29.

(i) That the present Board policy relating to the school day schedule for elementary schools be amended for all schools to read as follows:

> "That the normal commencement of classes be 9:00 a.m. and that the normal dismissal of classes be at 3:45 p.m. Any requests for deviation from the above schedule is subject to the prior notification of parents of the pupils and approval of the Superintendent of Operations."

Superintendent of Curriculum & Special Services

(a) That two teachers attend the "Reading '84 Conference" to be held at Toronto, Thursday, 1984 02 16 and Friday, 1984 02 17, conference costs to be covered by the Primary Teachers' Association.

(b) That three French Immersion teachers and three Core French teachers attend the "Ontario Modern Language Teachers' Association Conference" to be held at Toronto Friday, 1984 03 02 and Saturday, 1984 03 03, and that $100.00 each be paid towards registration and expenses.

(c) That three teachers attend the "Second Annual Conference for Energy Educators" to be held at Orillia, Thursday, 1984 02 23 and Saturday, 1984 02 25, and that $65.00 each be paid towards registration and expenses.

(d) That two principals attend the "National Convention of Elementary School Principals, Education for a Technological Future" to be held at New Orleans, Thursday, 1984 04 12 to Monday, 1984 04 16, and that expenses be paid according to policy.

(e) That five teachers and four Reading Assistants attend the "Reading '84 Conference" to be held at Toronto, Thursday, 1984 02 16 and Friday, 1984 02 17, and that $115.00 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That one teacher attend the "Blissymbolics Communication Institute Elementary Workshop" to be held in Toronto, Tuesday, 1984 03 06 to Thursday, 1984 03 08, and that the registration fee of $244 be paid.

(b) That one Special Education teacher attend the 7th Ontario Association for Children with Learning Disabilities Conference to be held in Toronto, Thursday, 1984 04 12 and Friday, 1984 04 13, and that each receive $160 towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

ss

1984 01 12

To The Chairman and Members
Education Management Committee
The Board of Education for the
City of Hamilton

Ladies and Gentlemen:

RE: Proposal for Collaborative Research Study conducted by Dr. D. Pengelly of McMaster University and Health & Welfare Canada

Since 1978, researchers from McMaster Medical Centre have in co-operation with the Hamilton Board of Education have been studying the effect of Environmental factors on the respiratory health of school children. Recently, Health & Welfare Canada has been conducting a study in two small towns in Canada (Portage La Prairie, Manitoba and Tillsonburg, Ontario). The aim of this study has been to establish whether long-range transport of pollution (the so-called acid rain) can have any influence on the health of children. This study has a direct relationship to the McMaster Respiratory Research.

- It is proposed that a co-operative study be conducted by the McMaster University Team headed by Dr. D. Pengelly, and the research team from Health & Welfare Canada.

- This joint study would be conducted with the same group of children on two occasions. The McMaster team are proposing to study the children in any event as part of their ongoing research activities. The second component from Health & Welfare Canada requires an additional test on a different day approximately 15 minutes per child.

- The number of children required for this comparison would be approximately 200. Parental consent forms, and a short questionnaire would be completed.

In summary, the McMaster Research team, headed by Dr. D. Pengelly would appreciate having approval to conduct a study of Pulmonary function, jointly with a research team from Health & Welfare Canada in Hamilton school system.

RECOMMENDATION:

That the Hamilton Board of Education approve a research project to study the pulmonary function of Hamilton School children; this study is to be conducted by Dr. D. Pengelly of McMaster University, and Health & Welfare Canada.

Prepared & Submitted by: P. S. Beveridge, Associate Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

CA4 ON HRL W26
A32.

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1984 01 03

Confirmation of the minutes of the last regular and special meeting of 1983 12 15.

GENERAL

HAMILTON PUBLIC LIBRARY
JAN 03 1984
GOVERNMENT DOCUMENTS

BUSINESS ARISING OUT OF THE MINUTES:

1. Accommodation Report (referred from December E.M.C. 1983 12 06).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Report on Staff Development.
3. Canada's Youth in the Nuclear Age - Survey.
4. Research Project - Development of a Health Status Index.
5. Report of the Special Education Advisory Committee.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Proposal in course development.
3. Theatre Music Seminar.
4. Co-op Education Report.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Hamilton Principals' Association - Overseas Conference (referred from December E.M.C. 1983 12 06 - request has been withdrawn).

NEW BUSINESS

1. Recommendations of the Director of Education.
2. Request for Part-Time Teacher Aide.
3. Saturday Computer Programmes.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 01 03

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That an Area Superintendent attend the "National Association of Secondary School Principals' Conference" to be held in Las Vegas, Nevada, Friday, 1984 02 03 to Tuesday, 1984 02 07, and that registration and expenses be paid according to policy.

(b) That a member of Senior Management attend the Chief Executive Officers' Conference to be hald at Toronto, Thursday, 1984 01 26 and Friday, 1984 01 27, and that registration and expenses be paid according to policy.

Superintendent of Curriculum & Special Services

(a) That the Supervisor of Music attend the "Canadian Festival of Youth Orchestras" to be held in Banff, Alberta, Monday, 1984 04 02 to Thursday, 1984 04 12, at no cost to the Board.

(b) That the Supervisor and Consultant of Visual Arts attend the Visual Arts Educators' Association Conference" to be held at Oakville, Thursday, 1984 02 02 and Friday, 1984 02 03, and that the registration fee of $15.00 each be paid.

(c) That the Supervisor of Geography attend the "Geography Symposium" to be held at Toronto, Wednesday, 1984 01 25, and that $60.00 be paid towards registration and expenses.

Superintendent of Operations

(a) That the request of Mrs. Lori Szwarz for a Maternal Leave of Absence, effective 1984 07 02, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Parental Reasons until 1984 12 31.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1983 12 29

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Staff Development 1984-1986

Staff development has always been an important function in our system and the trustees and administration recognized in 1982 the need for increased co-ordination and development of a broader range of services. A number of factors currently influence the directions being taken in staff development. These include -

. societal shifts and demands
. the increased complexity of the school system
. increased expectations of parents and communities
. new curriculum initiatives
. staff development needs of all teaching staff
. increased age and expertise of employees
. technological revolution and information explosion
. career development and flexibility at a time of limited mobility
. contractual agreements
. innovative programs
. specialized Board and Ministry initiatives.

All of these factors have placed increased demands on personnel involved in staff development.

STAFF DEVELOPMENT GOALS -

The system goals for staff development focus on four broad areas:

(a) school and department staff development
(b) professional development and in-service
(c) identification, promotion and training for leadership
(d) system staff development and long-range planning.

The detailed description of the priorities and activities contained in each of the above may be found in Appendix "A". (PLEASE BRING YOUR COPY TO EMC MEETING)

CO-ORDINATION OF STAFF DEVELOPMENT -

Staff development within the system is co-ordinated through the following two steering committees:

(a) Staff Development Advisory Committee -

This committee, made up of representatives from all constituent groups within the system, meets regularly to discuss the needs of their groups, as well as the school, department and system priorities which must be addressed now and in the future.

(b) Staff Development Management Committee

This committee is made up of the Director, the Superintendent of Curriculum and Special Services, the Superintendent of Operations, the Associate Superintendent of Curriculum and Special Services and the Program Leader - Staff Development. They have the tasks of examining trends, setting broad directions and choosing priorities.

ACTIVITIES OF THE PROGRAM LEADER - STAFF DEVELOPMENT -

This has been a very active and diversified role and to attempt to delineate the many activities with which the Program Leader has been involved would be most time consuming. It is appropriate, however, to identify some of the areas which have been addressed. These include

- planning for professional development and training
- planning for changes in system procedures, roles and evaluation
- managing staff development sessions
- making presentations about staff development
- chairing Curriculum Implementation Committee
- providing skill training for existing leaders, newly appointed leaders and those aspiring to positions of added responsibility
- providing career counselling
- consulting and problem solving with individuals and groups
- attending committee meetings about system in-service (School Year Calendar Committee, HPA in-service, etc.)
- interviewing varied roles in the system
- researching, including interpreting data from reports, etc.
- organizing surveys, responses, conference reports, etc.
- being a liaison with other boards of education, McMaster, OISE and Brock University
- reviewing resources such as development films, materials and conferences

A detailed list of the activities which must be addressed during 1983-84 are contained in Appendix "A". As well, some of the specific programs for co-ordination and development by the Program Leader - Staff Development, are listed below:

- cross-over teacher training
- upgrading specialized knowledge of support staff
- process consultation skill development
- microcomputer training for administrative staff
- a pilot leadership training course
- Curriculum Implementation Committee in-service
- school year calendar co-ordination
- in-service related to Special Education
- orientation program for people new to positions of added responsibility
- updating of principals' skills in staff performance review, growth and development.

SUMMARY -

The activities of the staff development program have been extremely diversified during the past two years. It is of utmost importance that system continue to maintain the role of the Program Leader - Staff Development in order to co-ordinate new and developing programs and establish directions for identifying and addressing future needs.

The need for this on-going co-ordination is created not only by the external demands placed upon the system, but also by the prospect of unprecedented internal leadership shifts. Within the next five to ten years, many of the present leaders within the system - principals, vice-principals, superintendents and supervisors will be retiring. It is of utmost importance that their successors in these positions be effectively prepared for their new roles. Preparation for this future reality is necessary for the maintenance of high morale and a quality system of education.

RECOMMENDATION:

It is, therefore, recommended that:

1. the Staff Development Program continue to address the creation and co-ordination of professional, career, and personal development programs

2. the position of Program Leader - Staff Development, be maintained until June 1987

3. the entire Staff Development Program be reviewed at that time.

Prepared by: Senior Management (Academic)

Submitted by: A. J. Krever,
Director of Education.

Education Centre
100 Main St. W.
Hamilton, Ontario
1983 12 28.

To the Chairman and Members,
Education Management Committee,
Board of Education for the
City of Hamilton
Hamilton, Ontario.

Ladies and Gentlemen:

RE: Research Request re Canada's Youth in the Nuclear Age
- The Goldberg Study

A request has been made by the Department of Family Medicine, McMaster University, to conduct the above mentioned study with approximately 150 students and 150 parents from the Hamilton system. The objectives of the study are:

"1. Assess prevelance of concerns about the nuclear arms race relative to other concerns about the future.
2. Assess students' reactions to these concerns about the arms race.
3. Assess students perception of how adults around them (parents and teachers) are or are not acting toward these concerns and the feelings engendered in students about these adults.
4. Compare personality attributes and attitudes of students who are acting upon their concerns with those who are not.
5. Compare characteristics and attitudes of students who feel the adults around them are acting on their concerns with those who feel that adults are not taking appropriate action."

Participation in this study will be on a voluntary basis. These students participating will be from Grades 7 to 12.

It is recommended that:

The Hamilton Board of Education co-operate with McMaster University in the study re Canada's Youth in the Nuclear Age.

Prepared and Submitted by: A. J. Krever
Director of Education

McMASTER UNIVERSITY
Department of Family Medicine
1200 Main Street West, Hamilton, Ontario, L8N 3Z5
Telephone: (416) 525-9140

December 12, 1983

Mr. Keith Rielly,
Superintendent of Operations,
Hamilton Board of Education,
100 Main St. W.,
Hamilton, Ont. L8P 1H6

Dear Mr. Rielly:

DEC 13 1983

Re: Canada's Youth in the Nuclear Age - The Goldberg Study

Further to our telephone conversation I am enclosing the preliminary draft of the questionnaire which will be used in the Study. An update of this instrument should be in your hands by the end of the year, but basically the content will be the same.

This study is anticipated to answer the question - "What impact does living in the Nuclear Age have upon the psychological and emotional development of Canadian children?" As you will appreciate, the answer should be very important to educators, parents, and physicians, who are concerned about the possible deletarious effects upon the mental health of a generation of young people that are growing up without a future that they can believe in.

Locally, Dr. Linda Siegel, a Psychologist at Chedoke-McMaster Hospital and Dr. Joanne Santa Barbara, a Psychiatrist from the same institution are involved in initiating the study. We intend to sample three age groups, namely 7-8, 9-10 and 11-12 in this community.

Because of Mr. Hans Schlecta's activity with his young people at Sir Allan MacNab High School, he and the Principal, Mr. Gordon Carruth, have shown interest in allowing this study to take place in their particular school. I am delighted to have their support.

The sampling should take place sometime in January or February and hopefully there would be 50 students in each category.

I look forward to your reply and comments, and please don't hesitate to call me at the above number. Perhaps meeting with you for a half-hour would be the best way to work things out.

Yours sincerely,

K. Ross Parker, M.D.,
Professor,
Family Medicine & Pediatrics.

KRP/mw
Enc,



Education Centre
100 Main St. W.
Hamilton, Ontario
1983 12 19

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: A Project Proposal: Development of a Health Status Index for Children in Ontario

A request has been received from Drs. Cadman, Goldsmith, Torrance and Mr. Michael Boyle of McMaster University, Department of Pediatrics, relative to Board co-operation with a research project aimed at the development of a Health Status Index for Children in Ontario.

The researchers describe their study as follows:

- "The objective of this study is to derive the methodology for developing a global index of well-being applicable to children 4 - 15 years of age that reflects the impact on function and well-being of chronic limitations and impairments. To attain this objective, it will be necessary to:
  (1) to identify the best-fitting mathematical model for constructing a global index;
  (2) to test whether differences exist between adults and children in the valuations of health states derived from the classification system; and
  (3) to investigate methods for measuring states considered worse than death.

- The study will be completed using interviews with a sample consisting of 64 respondent pairs (a parent and his or her same-sexed child 12-15 years old). Valuations of the relative importance of different health states (functional disabilities) to well-being will be obtained from the sample to identify the best-fitting mathematical model for developing a global index; to compare the valuations of health states by adults and children; and to measure health states (disabilities) considered worse than death (tasks (1), (2) and (3) above).

- Identifying the proper methodology is a prerequisite for developing a global index of health. Once this methodology has been identified, we will apply for separate funding to complete the index using the valuations of a large sample drawn from the general population.

.../2

- An overall measure of children's well-being has two main applications.
  - First, such an index can be used to assess overall well-being and need for services among children living in different areas of a community or in different sociodemographic groups. This information would prove useful in making resource allocation decisions.
  - Second, the index will be very useful in measuring the effects on children's well-being of a broad range of health, education and social services in a community and this information would be useful in evaluating both existing or innovative services and in comparing the relative overall impact of alternative services.

- The focus of this study is on long term limitations of children's physical, developmental and emotional functions. Past studies have shown that as many as 14% of children have some degree of long term limitation. It is our belief that chronic problems are currently very important in Ontario communities because of the decline in short-term illness such as infectious disease over recent years."

The Board of Education for the City of Hamilton is requested to provide through the office of Mr. Jackson, Supervisor of Research Services, a sampling of 64 students in the range of 12-15 who live with the same-sexed parent to the McMaster Research Team. This project would require informed consent by all participants, and the reported statistical data would be anonymous.

Recommendation:

It is recommended that the Board of Education for the City of Hamilton cooperate with Chedoke-McMaster, Department of Pediatrics as requested in the project: Development of a Health Status Index for Children in Ontario.

Prepared and Submitted by: P. S. Beveridge, Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Trustee Baskin (Chairman);
Trustees Di Ianni and Mulholland; Mesdames Bishop, Masters and Tilbury; Messrs. Desmarais and Ryznyk; Drs. Jacobs and Rosenbaum.

Also Present: Trustee Clarke.

Officials Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum and Special Services),
Mr. B. Adams (Supervisor Special Education),
Mr. J. McCaughey (Special Education Consultant),
Mrs. E. Pease (Administrative Assistant to the Director).

The Committee recommends:

GENERAL

That the Special Education Advisory Committee approve the recommendation to add 10 staff and reallocate 10 staff according to Special Education staffing needs for 1984-85 as attached.

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

1983 12 14.

1983 12 05

To The Chairman and Members
Special Education Advisory Committee
The Board of Education for the
City of Hamilton

Ladies and Gentlemen:

RE: Special Education Staffing 1984-85

As part of an on-going plan of action to meet the assessed needs for Special Education pupils in its jurisdiction, the Board of Education for the City of Hamilton is forcasting the addition and reallocation of a limited number of staff to special education programs. In September 1983, staff additions and reallocations brought the annual rate of implementation of the Board Plan for September 1985 to 87%.

Ten additional teachers and 10 reallocated teachers assigned to Special Education programs in September 1984 will provide 95% of the services projected as being needed by 1985.

The attached chart is provided for your edification, and as an explanation as to where the staff would be placed.

Further information on the staffing requirements for the Implementation of the Board Plan can be found in Section 5 of The Development of Comprehensive Special Education Programs and Services, and in The First Annual Review, 1982-83 of the Board Plan.

Prepared and Submitted by: P. S. Beveridge, Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

REVIEW AND SUMMARY OF THE BOARD PLAN TO IMPLEMENT BILL 82*

Current Status and Additional Staff Requirements

ELEMENTARY

Note: Reallocated staff are indicated in brackets

	CURRENT STAFF	ANNUAL STAFF CHANGES				TOTAL ADDITIONAL STAFF	TOTAL STAFF 1985-86
	81-82	82-83	83-84	84-85	85-86		
I. ELEMENTARY							
A. Self-Contained							
Behaviour Exceptionalities	7	0	0	0	0	0	7
Autistic	0	0	1	0	0	+ 1	1
Hearing Impaired	6	0	-1	0	0	- 1	5
Specific Learning Disabilities	27	+2	+2	+2	0	+ 6	33
Language and Speech Impairment	4	0	0	0	0	0	4
Assessment Class	1	+1	0	0	0	+ 1	2
Gifted	0	0	(4)	(4)	(4)	(12)	12
Opportunity	66	+2	+2	+2	0	+ 6	72
Visually Impaired	1	0	0	0	0	0	1
Physically Impaired	6	-1	0	0	0	- 1	5
B. Resource Withdrawal							
Learning Resource (General)	0	+3	+3(5)	+4(5)	+1(7)	+11(17)	28
L.R.T. Primary, Gifted Program	0	0	4	0	0	4	4
ELEMENTARY STAFF - Additional		+7	+11	+8	+1	+27	
- Reallocated		(0)	(9)	(9)	(11)	(29)	
- TOTAL	118		145	162	174	56	174
C. Aides							
Behaviour Exceptionalities	6	0	+1	0	0	+ 1	7
Assessment Class	1	+1	0	0	0	+ 1	2
Orthopaedic	5	0	0	0	0	0	5
AIDES - Additional		+1	+1	0	0	+ 2	
- Reallocated		(0)	(0)	(0)	(0)	(0)	
- TOTAL	12		14	14	14	2	14

SECONDARY AND SUPPORT PERSONNEL

	CURRENT STAFF	STAFF CHANGES				TOTAL ADDITIONAL STAFF	TOTAL STAFF 1985-86
	81-82	82-83	83-84	84-85	85-86		
II. SECONDARY							
A. Self-Contained							
General Shop, Vocational Sec.	5	0	0	0	0	0	5
B. Resource Withdrawal							
Gifted, Composite Secondary	0	0	(1)	(1)	0	(2)	2
Composite Secondary	2	+2	+2.5	+2	+2	+8.5	10.5
Vocational Secondary	1	+1	+1	0	0	+ 2	3
SECONDARY STAFF - Additional		+3	+3.5	+2	+2	+10.5	
- Reallocated		(0)	(1)	(1)	(0)	(2)	
- Total	8		15.5	18.5	20.5	12.5	20.5
III. SUPPORT PERSONNEL (V,P.60)							
Administrative Staff	11	0	0	0	0	0	11
Special Education	18	-1	1.5*	0	0	+.5*	18.5*
Consultant for the Gifted	.5	.5	1	0	0	+1.5	2
Psychological Services	8	3	-1	0	0	+ 2	10
Adjustment Services	16	0	0	0	0	0	16
TOTAL SUPPORT STAFF - Additional		+3.5	+1.5	0	0	+4.0*	
- Reallocated		(0)	(0)	(0)	(0)	(0)	
- Total	53.5		57.5	57.5	57.5	4.0*	57.5*

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1983 12 27.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Mr. Graeme Newbigging be confirmed in his position of Head of Department (English), effective 1984 02 01.

(b) That the resignation of Mr. Andrew Blascik, Assistant Head of Department (Technical), who is retiring on superannuation, effective 1984 08 31, be accepted with regret and that he be considered for gratuity in accordance with the Board's plan.

(c) That the following trips be approved:

i. Hill Park, Grade 12, Economics, Toronto, Ontario, 1984 01 12 (Thursday)

ii. Hill Park, Grades 9 to 12, Physical Education, Blue Mountain, Collingwood, Ontario, 1984 02 02-03 (Thursday and Friday)

iii. Hill Park, Grades 9 to 12, Music, Orlando, Florida, 1984 03 09-15 (Friday to Thursday)

iv. Sherwood, Grades 11 and 12, HorseshoeValley, Barrie, Ontario, 1984 02 01 (Wednesday)

Superintendent of Curriculum & Special Services:

(a) That four secondary school teachers attend the "Basic/Modified Mathematics Conference" to be held at Toronto, Friday, 1984 02 03, and that $35.00 each be paid towards registration and expenses.

(b) That one secondary school (composite) teacher attend the "Watcom Seminar on Machine and Assembly Languages/Micros" to be held at Waterloo, Wednesday, 1984 02 01 to Friday, 1984 02 03, and that $290.00 be paid towards registration and expenses.

(c) That one Co-operative Education Co-ordinator attend the "National Consultation on Vocational Counselling" to be held at Ottawa, Tuesday, 1984 01 24 and Wednesday, 1984 01 25, and that $75.00 be paid towards expenses.

(d) That one secondary school (composite) department head attend the "Geography Symposium" to be held at Toronto, Wednesday, 1984 01 25, and that $60.00 be paid towards registration and expenses.

(e) That one secondary school (composite) teacher attend the "Geography Symposium", as a recorder, to be held at Toronto, Wednesday, 1984 01 25, at no cost to the Board.

(f) That one secondary school (vocational) academic assistant attend the "Rare Bird Conference" to be held at Toronto, Wednesday, 1984 01 11 to Friday, 1984 01 13, and that $180.00 be paid towards registration and expenses (staff development).

(g) That one secondary school (vocational) teacher attend the "Niagara Parks Commission School of Horticulture Annual Educational Conference" to be held at Niagara Falls, Thursday, 1984 02 02 and Friday, 1984 02 03, and that $125.00 be paid towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

ss

January 2, 1984

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the City of Hamilton,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: SECOND PROPOSAL OF SOME A.L.S.B.O. BOARDS TO CO-OPERATE IN COURSE DEVELOPMENT

BACKGROUND:

On 1983 01 04, an A.L.S.B.O. report was presented which requested Hamilton's participation in the co-operative development of an Intermediate Division course of study in Computer Studies. This Board agreed, and paid a fee of $1,500 for membership. It received the following benefits:

- participation in a co-operative curriculum development project with other Boards,
- access to a quality document produced at both basic and general level on Introductory Computer Studies, which would have cost $10,000 to $15,000 to produce locally,
- a guarantee of greater consistency among Boards' programs which assists in easier student transfer,
- a high degree of congruency of program with the new guidelines,
- opportunity to utilize writers with a high degree of expertise,
- a possibility of partial or full cost recovery if the committee decides to release the document to outside school systems or publishers,
- the maintenance of a degree of our local autonomy.

DIRECTIONS FOR 1984:

The pilot project was a success. Ownership of the document remains with the now fifteen pilot boards and the finished draft (basic) Introductory Computer Studies Course will be available by the first week of January 1984.

Encyclopedia Britannica and Nelson (Canada) have shown some interest in reproducing the material for sale to other Boards and across Canada and the U.S. If this happens the original investment may be recovered partially or fully.

Consequently, A.L.S.B.O. would like to continue this co-operative effort with a fee of $2,500 being established for involvement in the next two projects. Based on the perceived needs of all the member Boards, they have decided that Basic French and Senior Computer Technology, General and Advanced, would be two shared curriculum development projects for 1984 with actual writing to take place in the March- April, 1984 time frame.

.../2

It is therefore respectfully recommended:

That the Board of Education for the City of Hamilton allocate $2,500 to the co-operative development with other participating A.L.S.B.O. Boards of a Basic Grade 9 French and Senior Computer Technology - General and Advanced Level courses.

Prepared by: Joan Morse, Administrative Assistant

Submitted by: Clare G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

/sb

Education Centre,
Hamilton, Ontario.
1984 02 03

To The Chairman and Members,
Education Management Committee,
Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

RE: FOURTH ANNUAL CAREER IN THEATRE SEMINAR AND SECOND CAREER IN MUSIC SEMINAR

Hamilton Place with anticipated support of the Halton Board of Education, the Hamilton-Wentworth Roman Catholic Separate School Board, the Wentworth County Board of Education, and the Hamilton Board of Education, is planning to conduct a Fourth Annual Career in Theatre Seminar on May 1, and a Second Career in Music Seminar on May 8, 1984, for 200 students from these Boards. With the excellent student response and well designed programme, they anticipate that the dayswill be most useful and rewarding.

The plan is for the four local boards of education to share in funding the costs for seminar participants and the performances by artists.

That the Hamilton Board of Education provide a total of $653.10 as its share of the Fourth Annual Career in Theatre Seminar and the Second Career in Music Seminar to be held at Hamilton Place on May 1 and May 8, 1984, respectively.

Submitted and Prepared by: C. G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education.

HAMILTON PLACE

September 30, 1983

Mr. Lorne McLachlan,
Assistant Superintendent of Curriculum Instruction,
The Board of Education for the City of Hamilton,
P. O. Box 558,
Hamilton, Ontario.
L8N 3L1

Dear Mr. McLachlan:

HAMILTON PLACE, in co-operation with the Halton Board of Education, the Hamilton-Wentworth Separate School Board, the Board of Education for the City of Hamilton and the Wentworth County Board of Education, will be conducting its fourth annual Career in Theatre seminar on Tuesday, May 1, 1984 and its second Career in Music seminar on Tuesday, May 8, 1984.

We are asking the participating Boards to contribute a portion of the cost of the seminar that relates to the involvement of the panel members and the lunch time entertainment. The overall budgets that will cover these costs is attached. Student participation among the Boards is being offered equally. We trust ~~that~~ your Board will contribute its share of the cost which would be $326.55 for each seminar. HAMILTON PLACE is contributing its staff and facilities at no charge to this project.

We believe that the immediate benefits to the students and the possible long range advantages to the entertainment industry make this undertaking a worthwhile endeavour.

I look forward to hearing from you.

Yours very truly,

Robert Ellison
Assistant General Manager

Attachment

c.c. Wally Metcalfe Sir John A. MacDonald High School
Bob Macaulay Delta Secondary School
Glenn Mallory Supervisor of Music
Joyce Scruton Music Consultant

1983 11 14

To The Chairman and Members,
The Education Management Committee,
Hamilton Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

RE: THE CO-OPERATIVE EDUCATION PROGRAMME

I BACKGROUND

Rationale: Ministry:

The Ontario Ministry of Education introduced Co-operative Education in a supplement to H.S.1, 1977-78, The Co-operative Utilization of Community Resources for Diploma Credit Courses. Subsequent H.S. 1 documents expanded and delineated the program. The Renewal of Secondary Education in Ontario (R.O.S.E.) report stated that "Co-operative Education programs will continue to be supported and encouraged by the Ministry." (pg. 16). The details of the Ministry's expectations are specifically outlined in Ontario Schools:Intermediate and Senior (O.S:I.S.)

What follows is the opening policy statement re Co-operative Education in the O.S:I.S. Document (page 25). The whole text is found in Appendix A:

CO-OPERATIVE UTILIZATION OF COMMUNITY RESOURCES

Individual students or groups of students at any level of learning-ability should be able to participate in co-operative education courses. Such courses can provide modes of learning that take full advantage of resources available in the community. Through the use of these out-of-school resources, it is possible for schools to meet effectively certain educational needs of students. Co-operative education courses can develop skills that are needed in a social-service activity, business, a vocational pursuit, or some special activity or study in the community, provided that the out-of-school learning enhances the educational experience of the students involved.

A co-operative education course consists of an in-school component and an out-of-school component so that learning and experience are combined in an educationally beneficial way. The content of both the in-school and out-of-school components should be developed by teachers who are knowledgeable in the subject area. Co-operative education courses make considerable demands on the time of the teacher as well as on the time of the supervisor of the training station. The out-of-school component of the course must be outlined and its resources and evaluative criteria co-operatively determined in advance and subsequently monitored. These are legitimate demands on the teacher's time and need to be accommodated in his/her timetable.

This Board's Programme:

With the assistance of a Ministry of Education grant, the Hamilton Board of Education's Co-operative Education Program began in the Spring of 1979 with 13 students. The proposal on which the program was based was designed to serve a wide range of students rather than a particular group which was characteristic of previous Work Experience plans.

Initially, 1.5 staff, operating out of the Education Centre, co-ordinated and supervised the program. Two secondary composite schools were assigned additional monitoring time during the start-up period. In spite of considerable growth there has been no staff increase in the last 3 years at which time 2.5 central office staff monitored the programme.

From 13 students, the programme grew to serve approximately 300 students two years ago. It has not been possible to expand the programme since that time due to staffing restraints.

In 1979 the Headmasters' Committee on Practical Education examined the Co-operative Education Program and gave strong support to its further development.

In "An Administrative Report - Secondary Education in Hamilton, 1980-90" issued March, 1981, Co-operative Education was applauded as a vital program which "will continue to grow and become an even more important component of secondary education. This program has proven to be a valuable link between the traditional secondary education and the business and industrial community. It provides an effective route for skill development."

Maintaining present program and looking toward future growth will require a policy that provides uniform direction and guidance to schools in addressing the problem of student monitoring time. The Director, in his "Directions 1983/84", recognizes this task as a priority.

The Hamilton Experience (Over 4 1/2 Years)

The Co-operative Education Programme has provided:

. a program available to all students working at any level; basic, general, advanced.
. opportunity to earn credits through in-school and out-of-school components.
. supervised out-of-school experiences related to the student's career and/or occupational plans.
. job experience and skill improvement to students planning to enter employment.
. increased interest and motivation for students.
. experience in the responsibilities of the job: punctuality, accepting constructive criticism, etc.
. enhancement of particular talents and skills of students.
. students with actual on-the-job training and references for future employment.
. part or full time employment for many students.
. training in needed social skills required to obtain and maintain a job.
. a try-out period for occupations and careers.
. educational and occupational opportunities not available in the school setting.
. a meaningful program for graduate students unable to secure employment.

. an alternative to potential school leavers unable to cope with a traditional school program.
. immediate feedback to students experiencing difficulty adjusting to the work world: - to job, to supervisor, to fellow-workers.
. needed support of school personnel during transition from school to work.
. a practical approach to theory and relevancy of school courses.
. experiences and training not provided in schools.
. access to specialized equipment and facilities not available in schools.
. the opportunity to take advantage of educational resources in the community.
. employers input to the school curriculum.
. schools with insight to efficacy of present program.
. employers with better equipped employees.
. an ongoing working relationship with the school and the community

II THE CURRENT SITUATION

The R.O.S.E. Steering Committee, under the chairmanship of the director, struck a Co-operative Education Sub-committee in the spring of 1983 to which it assigned the following tasks:

1. to study implication of Co-op Education as outlined in the O.S.:I.S. document.
2. to review the recommendations contained in the Practical Education Committee Report 1981.
3. to review the present Co-op Education program.
4. to make recommendations to the R.O.S.E. Steering Committee by October 30, 1983.

The sub-committee, chaired by Mary Sager, principal of Briarwood Secondary School and whose membership included two secondary composite principals, the co-operative education co-ordinator, the guidance supervisor, a guidance head and a superintendent, reported to the Steering Committee in October. The bulk of that report is included in this report to trustees and the recommendations contained in it were supported by the R.O.S.E. Steering Committee.

The following recommendations of the Co-operative Education Sub-Committee were presented in a preliminary report to the R.O.S.E. Steering Committee on September 16, 1983, and have been implemented by action of Academic Council:

1. That Co-operative Education be considered and treated like any other subject within the secondary school curriculum and organization.
2. That Co-operative Education be selected in the same manner and at the same time as other courses.
3. That Co-operative Education be offered to senior students on the option sheets of all schools for 1984/85.
4. That the course calendar subject committee develop a description of Co-operative Education to be included in all secondary school course calendars.

Subsequently a fifth recommendation was handled in a similar manner; the rationale precedes it:

> *"Individual students or groups of students at any level of learning ability should be able to participate in Co-operative Education courses. Such courses can provide modes of learning that take full advantage of resources available in the community. Through the use of these out-of-school resources, it is possible for schools to meet effectively certain educational needs of students." - O.S.:I.S. (pg. 25)*

5. That Co-operative Education programs be considered as one of the educational alternatives for candidates for supervised alternative learning for excused pupils (formerly Early School Leaving).

III FUTURE OF THE PROGRAMME

The programme is now at the crossroads. For two years it has not expanded even though students in increasing numbers are asking for the co-operative education experience.

The final three recommendations of the Steering Committee were reviewed and, to some degree, modified by Academic Council. They are presented for your consideration, having the support of both the Steering Committee and Academic Council.

School Monitoring and Supervision

All Co-operative Education courses require that a teacher, knowledgeable in the area under study, be involved in the planning and monitoring of the out-of-school component in order to:

- Identify the objectives for the component and approve the learning strategies planned to achieve them;
- Work co-operatively with other teachers and outside supervisors (where such are involved) in planning and evaluating student learning and in orienting the student to work situations;
- Visit and monitor the out-of-school activities on a regular basis to ensure that course expectations are met;
- Evaluate the student's performance and the worth of the particular out-of-school component in meeting the objectives of the course.

> *"Teachers responsible for the on-site monitoring of the out-of-school component shall be required to maintain an anecdotal, dated record of their monitoring activities." (pg. 26 O.S.:I.S.)*

It is, therefore, respectfully recommended:

A) That monitoring and supervision of Co-operative Education programs be done by teachers in the schools.

Staffing Formula

"Co-operative Education courses make considerable demands on the time of the teacher as well as on the time of the supervisor of the training station. The out-of-school component of the course must be outlined and its resources and evaluative criteria co-operatively determined in advance and subsequently monitored. These are legitimate demands on the teacher's time and need to be accommodated in his/her timetable. (pg. 25 O.S.:I.S.)
(See proposed job description: School-Based Monitor - Appendix B)

It is hoped that a significant portion of the staff needed to monitor students in co-operative education programmes can be found within the present staffing ratio. If the number of co-op students in a composite secondary school is less than 10, in a vocational school, 8, it is expected that monitoring will be done by school staff and/or central office staff. For numbers between 10 and 25, one teaching line will be needed for adequate monitoring in the composite school; in the vocational school, one teaching line will be required for 8-18 students.

In the event that coverage is not possible from within the present staffing ratio, it is respectfully recommended:

B) That, if necessary, up to a total equivalent of three additional staff positions be created to monitor co-operative education programmes in the schools for the 1983-84 academic year.

We have found, as have most boards which have co-operative education programmes, that for effective programme, a degree of central co-ordination is necessary (see job description, Appendix C.)

It is, therefore, respectfully recommended:

C) That for the 1984/85 transition period central office staff, for the purposes of leadership, programme maintenance, programme in-service, co-ordination and station creation be maintained.

Prepared by: Clare G. W. McKague, Superintendent, Curriculum and Special Services, on the basis of the R.O.S.E. Co-operative Education Sub-Committee Report

Submitted by: Clare G. W. McKague, Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

5.11 Co-operative Education

Co-operative Utilization of Community Resources

Individual students or groups of students at any level of learning ability should be able to participate in co-operative education courses. Such courses can provide modes of learning that take full advantage of resources available in the community. Through the use of these out-of-school resources, it is possible for schools to meet effectively certain educational needs of students. Co-operative education courses can develop skills that are needed in a social-service activity, business, a vocational pursuit, or some special activity or study in the community, provided that the out-of-school learning enhances the educational experience of the students involved.

A co-operative education course consists of an in-school component and an out-of-school component so that learning and experience are combined in an educationally beneficial way. The content of both the in-school and out-of-school components should be developed by teachers who are knowledgeable in the subject area. Co-operative education courses make considerable demands on the time of the teacher as well as on the time of the supervisor of the training station. The out-of-school component of the course must be outlined and its resources and evaluative criteria co-operatively determined in advance and subsequently monitored. These are legitimate demands on the teacher's time and need to be accommodated in his/her timetable.

Policy Governing Co-operative Education Courses

The following policy statements provide direction for the planning of credit courses involving the co-operative education mode of delivery:

a) Approved Courses

As in the case of other courses offered for credit, any course utilizing a co-operative mode of delivery shall be based on a curriculum guideline, and its out-of-school learning should be closely related to the in-school component. Non-guideline courses are permissible, but they require ministry approval. A significant out-of-school component does not in itself make a course a non-guideline course. For example, a gifted student may take a history course that has been specially designed to involve a great deal of library work, perhaps under the auspices of a historical society; such a course could fall within the rationale of a curriculum guideline.

An exception to the above is the Co-operative Guidance course, based on the guidance guideline, which enables full-time students to obtain up to three credits towards an OSSD for learning experiences that foster social development, preparation for employment, and career exploration. (See Policy/Program Memorandum No. 75.)

The in-school component of such a course (or courses) should include such topics as personal development, the realities of the world of work, and job-search skills. The out-of-school experience should be designed to permit students to investigate particular careers, including their training and skill requirements.

The following conditions apply to these courses, which may be offered in Grades 9 to 12 at the basic, general, or advanced levels of difficulty:

- The objectives and content for the entire course shall be developed locally and be based on the guidance guideline and the resource document *Work and Employability Skills Program*.
- Out-of-school placements will give students an opportunity to explore a variety of occupations. Careful planning and monitoring of these placements by teachers shall be required to ensure that the overall course objectives are being met.
- Wherever possible, concurrent scheduling of the in-school and out-of-school components should be arranged so that students are able to analyse and review their out-of-school experiences with their teachers and their peers.

b) Credit Ratio Between In-School and Out-of-School Components

Where a course is offered in the co-operative education mode, such a course must be designed so that the in-school component forms at least one-third of the studies for credit.

The in-school and out-of-school components of a co-operative education course will normally be taken concurrently, with the two components serving to reinforce each other and both being completed within the total allotted course time.

The marks for the in-school and out-of-school components may be combined or may be shown as separate credits for the same curriculum guideline. Such a decision must be built into the design of the student's program prior to instruction.

The minimum required time per in-school credit is 110 hours. Although it is possible in a very intense learning environment to award a credit for as little as 110 hours in the out-of-school mode, substantially more time will be required if some of the work at the training station is of a repetitive nature. The principal shall decide the appropriate time required after consultation with the teacher/monitor.

Time should be provided as part of the in-school component of a course for students to engage in reflective discussions about their out-of-school experiences. This sharing with their peer group is an important part of the co-operative education experience.

c) Credit Limit

There is no formal restriction on the number of credits that may be earned through co-operative education, but students should be advised to maintain a reasonable balance between regular courses and co-operative education courses in their timetables.

d) Reporting Credits

When reporting co-operative education courses in the secondary school September report, enrolment information shall be entered in section C, "Courses having an out-of-school component in excess of 1/3 of the course time".

e) Eligibility for Credit

In order that a co-operative education course be eligible for credit, the out-of-school experience must be closely related to the in-school studies and must reflect co-operative planning between outside instructors and in-school staff. As well, the out-of-school component must be carefully monitored by the school if it is to remain eligible for credit. The training profile should reflect both the work and the learning at the training station.

f) School Monitoring and Supervision

All co-operative education courses require that a teacher, knowledgeable in the area under study, be involved in the planning and monitoring of the out-of-school component in order to:

- identify the objectives for the component and approve the learning strategies planned to achieve them;
- work co-operatively with other teachers and outside supervisors (where such are involved) in planning and evaluating student learning and in orienting the student to work situations;
- visit and monitor the out-of-school activities on a regular basis to ensure that course expectations are met;
- evaluate the student's performance and the worth of the particular out-of-school component in meeting the objectives of the course.

Teachers responsible for the on-site monitoring of the out-of-school component shall be required to maintain an anecdotal, dated record of their monitoring activities.

g) Safety and Liability

Every precaution must be taken to assure the safety and protection of students during the out-of-school component. Safe work stations, special instruction on safe practices, safety clothing, and the provision of Workmen's Compensation Board coverage for students working in areas that are not directly supervised by qualified teachers in the employ of a school board are essential aspects of the out-of-school program.

Both school officials and co-operating company officials must ensure that proper industrial procedures and requirements are met.

h) Payment for Work

The following principles may be applied at the discretion of the individual board:

- Students may receive pay, in addition to academic credit, for employment or community involvement when there is a balance between the learning they obtain on the job and the productive work they accomplish.
- Students should not expect financial remuneration when learning is the major factor and their contribution to production is not significant.
- Remuneration, when offered, may be an hourly wage, a per diem for expenses, or an honorarium.
- Teacher monitors should be cognizant of the significant instructional costs incurred by the training organization when they are discussing the appropriateness of remuneration.

i) Additional Costs

Participation in some out-of-school components may result in additional costs to students or parents. Students should not be denied access to a co-operative education course that involves such expense because of their inability to pay. Every effort should be made to provide assistance to students whose financial circumstances make it difficult for them to participate in a co-operative education course.

Implementation of Co-operative Education

Advisory committees should play an important role in establishing and maintaining the links required between the school and the community for the success of co-operative education courses. It is recommended that community groups, parents, employers, representatives of labour, and co-operative education co-ordinators be represented on such committees and that committee members be involved in both the planning and evaluation of co-operative education courses. These committees should ensure that appropriate communication is established among all parties concerned.

Advisory committees can also assist in the placement of students in appropriate learning stations in the community. It can be their function to examine the general criteria stated in this policy statement and to make recommendations to the school board concerning the criteria that may be considered in the implementation of co-operative education courses in the schools.

Any co-operative education course must be based on local outlines of criteria approved by the school board, or must be given special approval by a supervisory officer of the board. The description of such courses in the school course calendar must clearly indicate the content and duration of both the in-school and the out-of-school components.

CO-OPERATIVE EDUCATION - SCHOOL - BASED MONITOR

JOB DESCRIPTION

A teacher-monitor's major responsibility is to act as a liaison with the school, students, employers, community, and the central office at the Board of Education.

The duties connected with this responsibility are as follows:

1. To keep the teachers, parents and students informed about the operation of the Co-op Program in their school.

2. To work with the Guidance Department and subject teachers in selecting suitable candidates for admission to the program.

3. To interview each applicant to discuss background, future plans, attendance, and areas of interest.

4. To carry out all the paper work attendant upon the placement of students.

5. To select suitable work stations to meet the goals and needs of each Co-op student, and assist the central office in placing them.

6. To assist in the development of quality training procedures and content.

7. To keep the supervisors, employers and co-workers at the work station informed about the purpose and program of Co-op education.

8. To develop a visitation schedule acceptable to the employer and student.

9. To prepare students to meet their responsibilities at work and at school.

10. To monitor the program, progress and reports on each student and communicate the result to those concerned.

11. To keep a written record of all visits.

12. To evaluate the in-school progress of each Co-op student and inform the Principal/Vice-Principal/Guidance of problems which may arise.

13. To keep abreast of the new developments in Co-op education by participation in meetings, serving on committees, attending in-service activities, and becoming involved in the community.

14. To prepare student reports and grades in consultation with the work station supervisors.

CO-ORDINATOR OF CO-OPERATIVE EDUCATION

JOB DESCRIPTION

The function of a central office is to provide leadership, program management and program co-ordination to Hamilton's 19 secondary schools. The school programs involved are co-operative education, summer co-operative education, and programs which may involve students working in the community as part of their school studies.

The primary services provided by a central office may be described as follows:

1. Provide leadership to schools and community by promoting the concept of co-operative education, and the benefits it provides to those who participate.

2. Initiate public relation activities to promote, maintain and acknowledge the contributions of all participants to the co-operative education process.

3. Maintain liaison with all local participants. These include employers, social agencies, professional and educational associations, teachers, parents, school and Board administration, and other Boards.

4. Maintain liaison with provincial and federal agencies such as the Ministry of Education, Ontario Youth Secretariat, Employment and Immigration, O.S.S.T.F., and others in order to keep informed, and take advantage of developments related to co-op education.

5. Plan, recommend and interpret policies for the effective operation of work education programs.

6. Develop appropriate training stations.

7. Co-ordinate the assignment of training stations to schools.

8. Organize and provide in-service activities for co-op monitors and teachers.

9. Maintain a professional understanding of theoretical principles and practical applications of co-op, and encourage co-op staff to do the same.

10. Develop, maintain and periodically review the management of records, paper flow, and central office services.

11. Provide access or direction to Board resources. These resources include an annual budget, and services such as duplicating, special transportation approvals, etc.

12. Collect, summarize and interpret data about the programs in order to assess results and prepare reports.

13. Assist schools with the planning and implementation of new co-op programs where the need exists.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1983 12 27

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Miss Mary Barton, 1983 11 28 to 1983 12 16 (.5)

Mrs. Gladys Elian, 1984 02 01 to 1984 05 25

Mr. Ervin Hildebrandt, 1984 01 02 to 1984 04 25

Miss Lynda Pattinson, 1984 01 02 to 1984 01 31

Mrs. Elizabeth Wood, 1983 12 12 to 1984 01 31

(b) That the request of Mrs. Christa Uhrenbacher for a Maternal Leave of Absence, effective 1984 01 02 to 1984 04 25 be granted in accordance with conditions governing Maternal Leave.

(c) That the Disability Leave granted to Mrs. Roberta Jorey at the Dececmber Meeting be changed to become effective 1984 11 29.

(d) That the request of Mrs. Marianne Bailey for a Release from Contract, effective 1983 12 31, be granted.

(e) That the following trips be approved:

i. Chedoke, Grade 8, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1984 02 08-10

ii. Highview, Grade 8, History, Ottawa, Ontario, 1984 06 13-15 (Wednesday to Friday)

iii. Lake Avenue, Grades 6, 7 and 8, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1984 02 05-08 (Sunday to Wednesday)

iv. Lawfield, Grade 8, History, Ottawa, Ontario, 1984 02 08-10 (Wednesday to Friday)

v. Lawfield, Grade 7, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1984 02 26-29 (Sunday to Wednesday)

(f) That the action of the Superintendent in approving the following trip be approved:

Hampton Heights, Grades 7 and 8, Model Train Club, Lockport, New York, 1984 01 07 (Saturday)

Superintendent of Curriculum & Special Services:

(a) That four principals attend the "Positions of Added Responsibility Conference" to be held at Toronto, Thursday, 1984 04 12 to Saturday, 1984 04 14, and that $155.00 each be paid towards registration and expenses. (staff development)

(b) That two principals attend the "Third Seminar on School Law" to be held in Thunder Bay, Sunday, 1984 05 13 to Tuesday, 1984 05 15, and Wednesday, 1984 05 16 to observe schools in the area, and that expenses be paid according to policy. (staff development)

(c) That one teacher attend the "Reading '84 Conference" to be held at Toronto, Thursday, 1984 02 16, and that $75.00 be paid towards registration and expenses.

(d) That one principal, one vice-principal and five teachers attend the "Reading '84 Conference" to be held at Toronto, Thursday, 1984 02 16 and Friday, 1984 02 17, and that $115.00 each be paid towards registration and expenses.

(e) That one teacher attend the "Geography Symposium" to be held at Toronto, Wednesday 1984 01 25, and that $60.00 be paid towards registration and expenses.

(f) That one teacher attend the "Geography Symposium" to be held at Toronto, as a recorder, Wednesday, 1984 01 25, at no cost to the Board.

(g) That one principal attend the "Principal as Curriculum Leader Conference" to be held at Toronto, Thursday, 1984 04 05 and Friday, 1984 04 06, and that $230.00 be paid towards registration and expenses.

(h) That clause (p) of the 1983 10 04 Education Management Committee agenda be changed to read, "That one teacher attend the "Kids and Curriculum Conference" to be held at Toronto, Thursday, 1983 11 17 and Friday, 1983 11 18, and that the registration fee of $95.00 be paid.

Associate Superintendent of Curriculum and Special Services

(a) That one Special Education teacher attend the workshop "Improving Listening Abilities in Children", sponsored by the Department of Communicative Disorders, Audiology Division, Chedoke-McMaster Hospitals, to be held in Hamilton, Thursday, 1984 01 12 and Friday, 1984 01 13, and that the registration fee of $120 be paid.

(b) That one teacher of the Trainable Retarded attend the conference on "Developmental Education", sponsored by the Metropolitan Toronto School Board, to be held in Toronto, Wednesday, 1984 02 15 to Friday, 1984 02 17, and that $125 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

ss

Education Centre
100 Main Street West
1984 01 03

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: REQUEST FOR A PART-TIME TEACHER'S AIDE

Background

Special needs for a small number of identified, primary-aged retarded children with behavioural needs and/or with autistic tendencies have surfaced as a concern in our community. Discussion with Dr. Canby and her team members from Chedoke Child and Family Centre regarding the needs of this population of children has been extensive and is now formalized into a joint committee of medical, psychological and educational personnel. The identification and programming for a number of these children was part of the agenda at an Identification, Placement and Review Committee on 1983 12 08. As a result of the identification and placement of some of the above mentioned children at Southview School, it was considered necessary to do some reorganization and to design a class as a primary behavioural skills class.

Proposal

In order to implement the behaviour management component of the program, it is necessary to address the teacher-aide assistance at Southview School. It has been a concern of administration that the teacher-aide resources have been fully extended during this past term. To include this new dimension to the program, along with the responsibility to meet the needs of additional complex students, a three hour daily addition of teacher-aide time is being requested.

Recommendation

That an additional teacher-aide be hired for the afternoon session for Southview School.

Submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

rm

Education Centre
100 Main St. W.
Hamilton, Ontario
1984 01 03

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

Re: A proposal for Saturday Computer Programs
Elementary Students, Grades 5, 6, 7, & 8

A computer course was offered within the Summer Skill Program, for the first time, this past Summer, July 25 - August 19, 1983. The computer option was available at all four sites: Barton, Hill Park, Delta, and Sir John A. Macdonald Secondary Schools. Enrolments far exceeded original estimates. Despite efforts to accommodate the overflow of registrants, (ie. doubling the number of classes and enrolments at each site to meet the needs of 240 registrants) approximately fifty students were required to select an option other than their first choice: microcomputers.

As a result of the popularity and success of the Summer Skill computer program, the Continuing Education Department proposes the operation of similar computer programs for elementary students, grades 5, 6, 7, and 8 on Saturdays during the Winter and Spring terms. Such programs would provide the opportunities for interested elementary students to develop or enhance their computer awareness and keyboard skills as well as to reinforce and/or accelerate their progress in the expanding computer programs currently being offered within some elementary schools.

In consultation and in co-operation with Mr. Rob Kelley, computer education consultant, the proposed arrangements and available resources are outlined as follows:

Locations and Dates: These will coincide with the current schedule of the floating computer training lab for secondary schools.

Winter Term: Westdale Secondary School
February 4 to March 17, 1984 - 7 weeks

Spring Term: Sherwood Secondary School
April 28 to June 9, 1984 - 7 weeks

Time Schedule: 9:00 a.m. to 12:00 p.m. - Grades 7 & 8
1:00 p.m. to 4:00 p.m. - Grades 5 & 6

.../2

Twenty Commodore 64's, the entire complement in the floating computer training lab will be available to the students. Instructional materials and software will be supplied through the Computer Education Department. Additional software, if required, will be purchased.

A maximum of forty students can be accommodated on a first-come basis. Registration will be open to all students currently enrolled in grades 5-8.

There will be one teacher per class. Enrolment in excess of twenty-five per class could require two teachers.

Recommendation:

That the Board of Education for the City of Hamilton, through the Continuing Education Department, offer Winter and Spring Saturday computer programs of 7 weeks' duration for elementary students in grades 5, 6, 7, and 8.

Prepared by: J. A. Hobbs, Co-ordinator of Community and Volunteer Services, Continuing Education Department

Submitted by: P. S. Beveridge, Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1984 02 28

Confirmation of the minutes of the last regular and special meetings of 1984 01 24 and 1984 02 08.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Summer School Program - English As A Second Language for New Canadians.

3. Summer School Program in Community Facilities with Observation and Detention Mandates.

5. Report of the French Language Advisory Committee.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on French Immersion (referred from special E.M.C. - 1984 02 08).

2. Presentation from the "I Love Chedoke" Committee (referred from February E.M.C. 1984 01 31).

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Summer School Program - English As A Second Language for New Canadians.

3. Summer Skill Program.

4. Presentation from the Fessenden community - re: Item #6 from the Director's Accommodation Report to remove Grade 3 students from Holbrook School - Sir Allan MacNab.

5. Hamilton Street Railway Policy - charging fare according to height - request by Trustee Lowe.

6. Report of the Trainable Retarded Children's Advisory Committee.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 02 28

To the Chairman and Members,
Education Management Committee,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That the Program Leader - Staff Development, attend the "29th Annual Creative Problem-Solving Institute" sponsored by the Creative Education Foundation and State University College at Buffalo, to be held at Buffalo, N.Y., Sunday, 1984 06 24 to Friday, 1984 06 29, and that registration and expenses be paid according to policy.

(b) That the Associate Superintendent of Curriculum and Special Services attend the 62nd Annual International Convention, Council for Exceptional Children, to be held in Washington, D.C., Monday, 1984 04 23 to Friday, 1984 04 27, and that his expenses be paid according to policy.

Superintendent of Curriculum & Special Services

(a) That the Supervisor and two Consultants of Mathematics attend the "Ontario Association for Mathematics Education Eleventh Annual Conference" to be held at Kingston, Thursday, 1984 05 10 to Sunday, 1984 05 13, and that $150 each be paid towards registration and expenses.

(b) That the Supervisor of Science attend the "National Science Teachers' Association Annual Convention" to be held at Boston, Mass., Thursday, 1984 04 05 to Sunday, 1984 04 08, and that expenses be paid according to policy.

(c) That the Supervisor of Business Education attend the "Ontario Business Education Association Annual Conference" to be held at Toronto, Thursday evening, 1984 04 12 to Saturday, 1984 04 1 , and that the registration fee of $160 be paid.

Associate Superintendent of Curriculum and Special Services

(a) That the Supervisor of Special Education attend the seminar "Evaluating Special Education Programs", sponsored by the Ontario Council for Leadership in Educational Administration, to be held in Toronto, Monday, 1984 03 26 and Tuesday, 1984 03 27, and that $230 be paid towards the cost of registration and expenses.

(b) That up to two staff members of the Psychological Services Department attend the 9th International Conference on Learning Disabilities, sponsored by the Quebec Association for Children and Adults with Learning Disabilities, to be held in Montreal, Quebec, Tuesday, 1984 03 21 to Wednesday, 1984 03 23, and that their expenses be paid according to policy.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 02 10.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the recommendation approved at the 1984 01 12 Board Meeting be amended to read:

"That the following teachers be appointed to the Probationary Staff, effective 1984 02 01:"

Miss Kimberley Andrews

Mrs. Gayle Detenbeck

Mrs. Mary P. Doering (4/6 timetable)

Mr. David P. Elliott

Mr. Mel LaForme

Mr. Donald Pente

Mr. Gordon M. Phillips

Mrs. Barbara Swan

Mrs. Claire Wright

(b) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Karen Mary Baetz, 1984 01 01 to 1984 06 30 (3/6 time)

Mrs. Gale Bale, 1983 11 29 until further notice

Mrs. Barbara Tkach, 1984 01 09 to 1984 02 06

(c) That Ms. Leann Yarwood be returned from Maternal Leave of Absence and assigned teaching duties, effective 1984 02 01.

(d) That the request of Mrs. Patricia Wheaton for a Maternal Leave of Absence, effective 1984 06 18 to 1984 10 12, be granted in accordance with conditions governing Maternal Leave.

(e) That the request of Mr. Fred Oliphant for a Leave of Absence, without pay, from 1984 10 05 to 1984 10 21 inclusive, to participate with the Hamilton Orpheus Male Choir, be granted.

(f) That the resignations of the following Heads of Departments, who are retiring on superannuation, effective 1984 08 31, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Mr. John H. Guenther (Business)

Mr. J. Allan Trussler (Languages)

Mr. C. K. Wallace (Science)

Associate Superintendent of Curriculum and Special Services

(a) That two secondary school teachers attend the 7th Ontario Association for Children with Learning Disabilities Conference to be held in Toronto, Thursday, 1984 04 12 and Friday, 1984 04 13, and that each receive $160 towards the cost of registration and expenses.

(b) That two secondary school teachers attend the conference on High School Special Education to be held in London, Friday, 1984 03 30, and that each receive $75 towards the cost of registration and expenses.

Superintendent of Curriculum and Special Services

(a) That three secondary school teachers attend the "Educational Computing Organization of Ontario Conference" to be held at Toronto, Wednesday, 1984 04 25 to Saturday, 1984 04 28, and that $140.00 each be paid towards registration and expenses.

(b) That two secondary school teachers attend the "Educational Computing Organization of Ontario Conference", as speakers, to be held at Toronto, Wednesday, 1984 04 25 to Saturday, 1984 04 28, and that $30.00 each be paid towards expenses.

(c) That six secondary school (composite) and two secondary school (vocational) teachers attend the "Ontario Association for Mathematics Education Conference" to be held at Kingston, Thursday, 1984 05 10 to Sunday, 1984 05 13, and that $150.00 each be paid towards registration and expenses.

(d) That one secondary school (composite) teacher attend the "Gryphon Football Clinic" to be held at the University of Guelph, Friday, 1984 03 02 and Saturday, 1984 03 03, and that $60.00 be paid towards registration and expenses.

(e) That six secondary school (composite) and two secondary school (vocational) teachers of Business Education attend the "Ontario Business Education Association Annual Conference" to be held at Toronto, Thursday evening, 1984 04 12 to Saturday, 1984 04 14 , and that the registration fee of $160.00 each be paid.

(f) That the program co-ordinator of Co-operative Education, two secondary school (vocational) and six secondary school (composite) teachers attend the "Focus 4 Conference" to be held at Toronto, Thursday, 1984 04 26 and Friday, 1984 04 27, and that $175.00 each be paid towards registration and expenses.

(g) That those texts approved by the Minister in Circular 14 and which are recommended for use in the secondary schools of this Board be approved.

(h) That one secondary school (composite) teacher attend the "Ontario Francophone Business Heads Association Conference" to be held at Toronto, Thursday, 1984 04 12, and that $30.00 be paid towards expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

/sb

The Board of Education for the City of Hamilton

Curriculum and Special Services

Textbooks

Subject to Board Ratification

Composite

Secondary Schools

Prepared by:

William Oja
Textbook Department

Submitted by:

C. G. W. McKague
Superintendent of Curriculum and
Special Services

Approved by:

A. J. Krever
Director of Education

WO 2/84

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

- CURRICULUM AND SPECIAL SERVICES PANEL -

LEGEND OF CODES USED THROUGHOUT THIS REPORT

BASIS OF APPROVAL (APPROVAL CODES)

1 - MINISTRY'S CIRCULAR 14 APPROVAL OR MINISTERIAL "LETTER OF APPROVAL".

2 - PROVISION "2C" OF THE REGULATIONS

E.G.: ENGLISH LITERATURE/THEATRE ARTS
LITTÉRATURE FRANÇAISE
AUTHOR IN MODERN LANGUAGES
THE CLASSICS - LATIN, GREEK
CURRICULUM SUPPORT MATERIALS

3 - SUPPLEMENTARY MATERIALS

DRILL BOOKS, LAB-MANUALS, KITS, READERS, WORKBOOKS, AND OTHER TEXT-RELATED BOOKS/ MATERIALS

5 - NO TEXT IS CURRENTLY BEING LISTED IN CIRCULAR 14 OR THE ONES LISTED ARE NOT SUITABLE TO THE OBJECTIVES OF THE COURSE/ PROGRAM.

6 - TEXT/BOOK HAS BEEN APPROVED FOR SALE BY THE BOOKSTORE OF ONE OF OUR COMPOSITE SECONDARY SCHOOLS

8 - CLASS-SET (NODRIC) APPROVAL ONLY

9 - REFERENCE-BOOK APPROVAL ONLY

T - TEACHER'S EDITIONS, GUIDES, NOTES, RESOURCE BOOKS, INCLUDING TESTPAPERS, ETC.

RESTRICTION/INFORMATION CODES

BS - BOOKSTORE		BOOKS WILL BE SOLD BY OUR COMPOSITE SECONDARY SCHOOLS. E.G.: AUTHORIZED WORKBOOKS, GRADE XIII TEXTS, ETC.
IA	INTERIM APPROVAL	INTERIM APPROVAL BY THE MINISTRY OF EDUCATION ONLY
LQ	LIMITED QUANTITY	APPROVAL FOR THE PURCHASE OF A LIMITED QUANTITY ONLY
LT	LIMITED TIME	LIMITED TIME APPROVAL BY THE MINISTRY OF EDUCATION
MD	MODULE PROGRAM	APPROVED FOR A COMPOSITE SECONDARY SCHOOL'S MODULE PROGRAM
NT	NODRIC TEXTS	APPROVAL WAS GIVEN FOR CLASS-SET(S) ONLY
RE	REFERENCE BOOKS	APPROVAL WAS GIVEN FOR REFERENCE COPIES ONLY
SP	SPECIAL PROGRAM	TO BE USED ONLY WITHIN A SPECIAL PROGRAM OR APPLICATION

KT - KIT
PK - PACKAGE
ST - SET

BOARD RATIFICATION LIST

TEXT TITLE	PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
002 BUSINESS STUDIES						
ACCOUNTING I -3RD ED'N- -TEXT- -COMPLETE- -PR-H-1982-	PRENTICE-HALL		24.00	1		01123
DICTA-TYPING: A SHORT COURSE -GAGE-1982-	GAGE	-02-	6.00	6	BS	06908
FORKNER SHORTHAND -2ND EDITION- -GAGE-1983-	GAGE	-02-	14.00	2		80002
FORKNER SHORTHAND -2ND ED'N- -STUDY GUIDE -GAGE-1983-	GAGE	-02-	8.00	3		80044
MASTERING KEYBOARDING SKILLS -CCP- 1983-	COPP CLARK PITMAN	-02-	17.00	1		06403
RETAIL MERCHANDISING, 9TH EDITION -S.W.-1982-	GAGE	-02-	21.00	8	NT	01222
010 ENGLISH COMPOSITION						
COMPOSITION: PREWRITING, RESPONSE, REVISION -DOMINIE-	DOMINIE PRESS		7.50	9	RE	07385
ESSENTIALS OF ENGLISH -3RD ED'N- -AMSCO-	DOMINIE PRESS		7.50	9	RE	09548
IN YOUR OWN WORDS -2- -HRW- 1982-	HOLT, RINEHART	-10-	11.00	1		59931
013 ENGLISH THEATRE ARTS						
SPECIAL EFFECTS IN THE MOVIES -BALLANTINE	RANDOM HOUSE		10.00	8	NT	01149
015 ENGLISH LITERATURE						
HANDBOOK TO LITERATURE, A -4TH ED'N- -CCP-	COPP CLARK PITMAN	-10-	15.00	8	NT	07021
HOLD FAST -CI-	CLARKE-IRWIN		6.00	2		58875
HOLOCAUST YEARS: SOCIETY ON TRIAL -BANTAM-	BANTAM BOOKS		3.00	8	NT	07153
POETRY IN FOCUS -GLOBE-1982	GLOBE/MODERN		8.50	1		18135
SETTLERS OF THE MARSH, THE -NCL-	MCCLELLAND/STEWART	-10-	4.00	6	BS	08540
STORIES THAT LIVE -DOMINIE-	DOMINIE PRESS		6.00	2		01156
THROUGH THE OPEN WINDOW -OXFORD-	OXFORD		8.00	2		05157
020 GEOGRAPHY						
CANADA: LAND OF DIVERSITY -PR-H-1983-	PRENTICE-HALL	-30-	17.00	1		05132
GEOGRAPHY SKILLMASTERS CANADA -MHR- 1982-	MCGRAW-HILL RYERSON	-20-	38.00	9	RE	54841
LECTURE SOUS TOUTES SES FORMES, LA -4- -CEC-	1- CEC		15.00	8	NT	62869
030 HISTORY						
CANADA: THE TWENTIETH CENTURY -F/W- 1982-	FITZHENRY/WHITESIDE		15.00	1		29116

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
030 HISTORY							
CANADA'S ECONOMY, AN ACTIVITY APPROACH	-OISE-1981-	O.I.S.E.		12.00	1		77305
ENDURING PAST, THE -3RD EDITION-	-MHR- 1982-	MCGRAW-HILL RYERSON	-30-	19.50	1		02345
045 FAMILY STUDIES							
ALL PURPOSE COOKBOOK: JOY OF COOKING	-MM-	GAGE		24.00	8	NT	06288
FAMILY MATTERS: CONCEPTS IN MARRIAGE/PERSNL RELATNSHIPS		LIBRARY SOUND SERVICES		20.00	8	NT	09522
PRACTICING PARENTING -SET OF 15-	-BUTTERICK-	BUTTERICK	-US-	75.00	9	RE	43190
055 LANGUAGES: THE AUTHORS							
DAUPHINS DE MONSIEUR YU, LES	-CEC-	1- CEC		5.00	6	BS	01701
LIRE ABSOLUMENT, A	-HB- -1983-	ACADEMIC PRESS	-50-	6.00	8	NT	01685
MONTAGNE CREUSE, LA	-CEC	1- CEC		5.00	8	NT	01727
070 PHYSICAL & HEALTH EDUC							
PHYSICAL FITNESS: A WAY OF LIFE -3RD ED'N-	-WILEY-	WILEY		7.00	9	RE	07468
SPORTS IN AMERICA	-FAWCETT-	RANDOM HOUSE		6.00	8	NT	08524
080 SCIENCE							
ANIMALS WITHOUT BACKBONES -2ND ED'N-	-UN OF CH-	JEWILL BROS		11.00	3		85696
DISCOVERING BIOLOGICAL SCIENCE	-PR-H-1983-	PRENTICE-HALL	-80-	20.50	1		17319
SCIENCE TO SIXTEEN	-OXFORD-	OXFORD		10.00	8	NT	82222
090 TECHNICAL SUBJECTS							
ARCHITECT/DRAFTING & DESIGN -4TH ED'N-TEXT-	-MHR- 1983-	MCGRAW-HILL RYERSON	-90-	27.00	8	NT	27375
102 FX: COMMERCE							
REGARDS SUR LE CONSOMMATEUR	-GAGE-1983-	GAGE	-02-	14.00	1		08516
REGARDS SUR LE MARCHE	-GAGE-1983-	GAGE	-02-	14.00	5		05884
109 FX: FRANCAIS-LIT							
FLAMBEAU SACRE, LE	-PR/PAROLE-	1- PRISE DE PAROLE		11.00	5		06429
GENS D'ICI	-PR/PAROLE-	1- PRISE DE PAROLE		8.00	5		06445
NANA BIJOU - LE GEANT ENDORMI	-PR/PAROLE-	1- PRISE DE PAROLE		7.00	5		06437

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
109 FX: FRANCAIS-LIT					
PAROLE ET LA LOI, LA -PR/PAROLE-	1- PRISE DE PAROLE	7.00	5		06460
115 FX: ANGLAIS-LIT					
FLAMBEAU SACRE, LE -PR/PAROLE-	1- PRISE DE PAROLE	11.00	5		06429
GENS D'ICI -PR/PAROLE-	1- PRISE DE PAROLE	8.00	5		06445
NANA BIJOU - LE GEANT ENDORMI -PR/PAROLE-	1- PRISE DE PAROLE	7.00	5		06437
PAROLE ET LA LOI, LA -PR/PAROLE-	1- PRISE DE PAROLE	7.00	5		06460
145 FX: SC. FAMILIALES					
FAMILLE, LA -VIVANTES-	1- ETUDES VIVANTES	18.00	5		50146
160 FX: MATHEMATIQUE					
ELEMENTS DE MATHEMATIQUES MODERNES: ALGEBRE -GAGE-1980-	GAGE -60-	18.00	1		07443
170 FX: PHYSIQUE/HYGIENE					
CONDITION PHYSIQUE ET LE BIEN ETRE, LA -PELICAN-	1- EDITIONS DU PELICAN	10.50	2		80564
CONDITIONNEMENT PHYSIQUE, LE -L'HOMME-	1- CHAMPLAIN	8.00	5		06890
180 FX: SCIENCES					
BIOLOGIE MODERNE -HRW- 1982-	1- HRW-LTEE	21.50	1		06882
190 FX: TECHNIQUES					
PRINCIPES FONDAMENTAUX DE LA MECANIQUE AUTOMOBILE-MHR-	MCGRAW-HILL RYERSON -50-	19.50	5		07989

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER

TEXT NO RANGE 01123 - 85696

** CONTROL TOTALS **

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER

TOTAL RECORDS - READ 07833
- UNSEL 00000
- WRITTEN 00051

100 Main Street West
Hamilton, Ontario
1984 02 28

To: The Chairman and Members
The Education Management Committee
The Board of Education for the City of Hamilton

Ladies and Gentlemen:

Re: Summer School Program
English As A Second Language
For New Canadians

The Need: To provide English As A Second Language in the Summer School programs so as to assist new Canadian students to enter regular classes in September, 1984.

Rationale: In the past, approval has been given to provide special summer classes in the intensive study of English as a Second Language for students at the elementary and secondary school age levels. At the present time, there are approximately 55 new Canadian students who would benefit from a summer program which would allow them to continue to upgrade their use of the English language sufficiently to be able to, hopefully, enter regular classes in September, 1984. Not all will be fully ready, however, unless they have further instruction during the Summer.

A course in English as a Second Language (EASL) could be offered again in our regular Summer School program, without fee and without, we believe, net cost to this Board. It could be very beneficial to these new Canadians in helping them to continue their secondary school education.

Furthermore, with pupils still entering our system at this late point in the school year, it is felt that classes for new Canadian pupils at the elementary school level should be offered, without fee, in the Summer Skill program.

Recommendations:

Part I	That, subject to need and to sufficient enrolment, classes in English as a Second Language for new Canadians at the secondary school level be offered, without fee, in the regular Summer School program.

Part II	That, subject to need and to sufficient enrolment, classes in English as a Second Language for new Canadians at the elementary school level be offered, without fee, in the Summer Skill program.

Prepared by:
Clifford H. Howell, Supervisor of Continuing Education

Submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

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100 Main Street West
Hamilton, Ontario
1984 02 28

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: SUMMER SCHOOL PROGRAM IN COMMUNITY FACILITIES WITH OBSERVATION AND DETENTION MANDATES

The Arrell Observation Home and Dawn Patrol are two Community Facilities that assume responsibility for the care, custody and control of school age students who are awaiting an appearance before the Judge of Juvenile Court.

Since 1981, the Board of Education, at no cost to the Board, has provided a four-week summer educational component for facilities that have shown demonstrated needs.

Both the current Program Director at the Arrell Home and the Executive Director of Dawn Patrol have recently requested a summer school program.

Since data received indicates the need for and benefits of a structured summer educational component and the Ministry of Education has endorsed the requests, it is recommended:

That, subject to funding by the Ministry of Education and sufficient enrolment, the request of the Arrell Observation Home for a four-week summer school program be granted.

That, subject to funding by the Ministry of Education and sufficient enrolment, the request of Dawn Patrol for a four-week summer school program be granted.

Submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services.

Approved by:
A. J. Krever
Director of Education

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REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Vine and McMurrich; Mesdames Barker, Lapointe and Garon;
Messrs. Desmarais and Lord.

Also
Present: Trustees Clarke, Van Horne and Mulholland.
Mr. R. Davidson, Supervisory Officer, French Language, Ministry of Education.

Officials
Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent),
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART I

(a) That the membership fee of $347.20 to Association francaise des Conseils scolaires de l'Ontario for 1984 be paid.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1984 02 15.

Education Centre
Hamilton, Ontario
1984 02 28

To the Chairman of the Board
Education Management Committee
Board of Education for the
City of Hamilton

Ladies and Gentlemen:

RE: French Immersion
Senior Kindergarten Enrolment

The following report attempts to address the concerns and suggestions that were offered at the Education Management Committee meeting on 1984 01 31 and a Special Education Management Committee meeting on 1984 02 08.

The following recommendations have taken into consideration the number of parental requests, the availability of space for growth, transportation patterns, locations for a system pattern.

It is therefore respectfully recommended:

1. That 1 satellite Kindergarten class be established at Peace Memorial Elementary School for September 1984.

2. That up to 2 satellite Kindergarten classes depending upon sufficient enrolment be established at George R. Allan Elementary School for September 1984.

3. That a French Immersion program be offered and established in an elementary school in the lower central city if sufficient enrolment so warrants (a minimum enrolment of 25 students).

Prepared and Submitted by: Ronald A. Kennedy
Area Superintendent of Education

Approved by: Arnold J. Krever
Director of Education

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

FRENCH IMMERSION IN HAMILTON

The first report provided a brief background on the growth of this program since 1975. It also provided the Registration procedures for enrolment into French Immersion Kindergarten classes. Each school was studied for possible ways to handle the unusually large waiting list numbers.

The second report analysed the advantages and disadvantages of program possibilities.

This report addresses the following assumptions that resulted in the recommendations on page 1.

Assumptions

1. That all children presently on the waiting list as of 1984 02 08 will be offered French Immersion placement for September 1984.

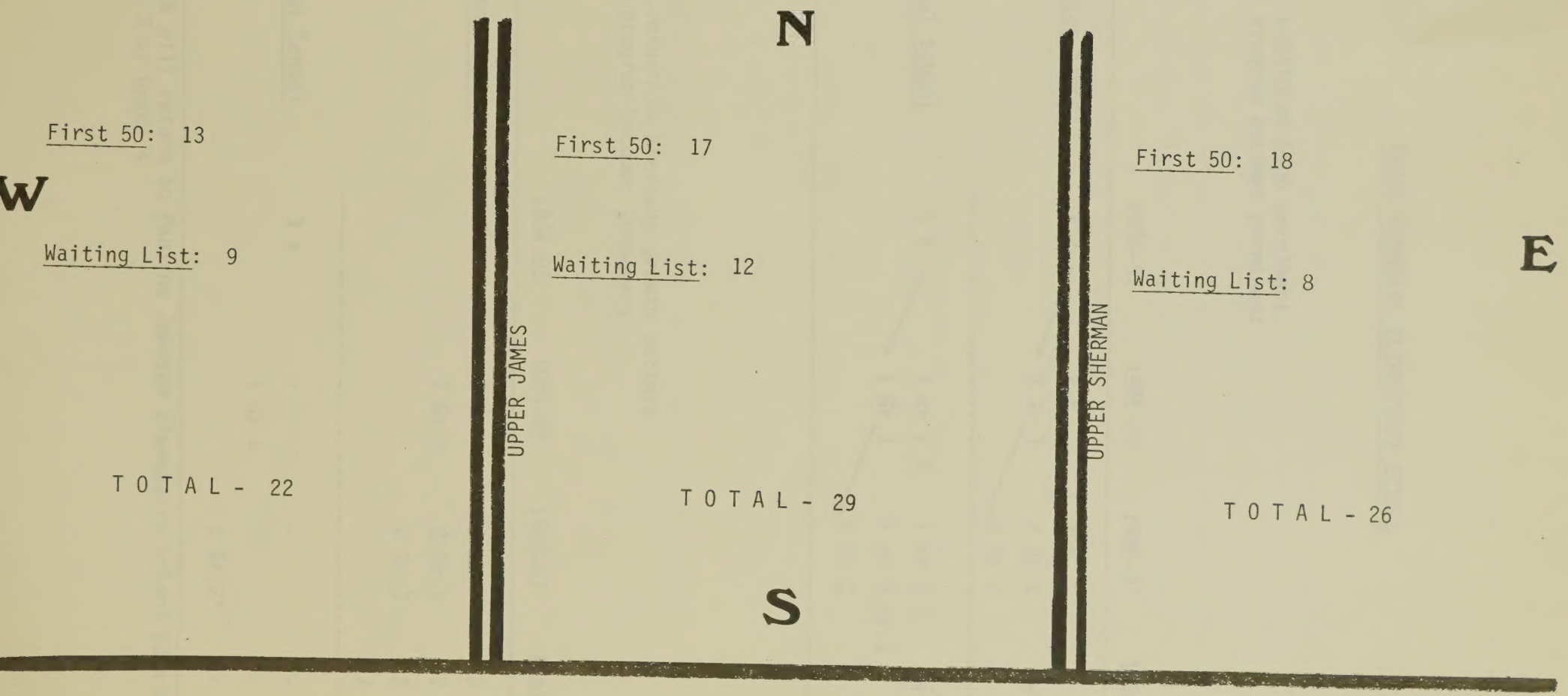
2. Peace Memorial is a viable location for the Upper City as a temporary or permanent location. Appendix A shows the geographic distribution of student requests. Appendix B shows the scenarios for temporary or permanent location.

3. A. M. Cunningham Elementary School will be considered in the 1985 Accommodation Report. Appendix C reviews the situation for this school.

4. George R. Allan School will offer French Immersion for up to 2 Kindergarten classes depending upon sufficient enrolment. Appendix D shows geographical distribution of student requests.

5. A French Immersion centre will be offered in the Lower Central City area and will be established if numbers so warrant. Appendix E is a brief Accommodation report for this area. Appendix F is a proposal for the Central City program.

PAULINE JOHNSON FRENCH IMMERSION SENIOR KINDERGARTEN ENROLMENT 1984/85
-GEOGRAPHICALLY-



50 1 from A. M. Cunningham School
1 from George R. Allan School

APPENDIX A

PEACE MEMORIAL ELEMENTARY SCHOOL

SCENERIO I - continued high enrolment
- program becomes permanent

SCHOOL	1984-85	1985-86	1986-87	1987-88
Pauline Johnson School	2 K	2 K	2 K	
		2 Gr.1	2 Gr.1	etc.
			2 Gr.2	
Peace Memorial School	1 K	1 or 2 K	1 or 2 K	etc.
		1 Gr.1	1 or 2 Gr.1	
			1 Gr.2	

SCENERIO II - return to previous growth pattern
- program becomes temporary

SCHOOL	1984-85	1985-86	1986-87	1987-88
Pauline Johnson School	2 K	2 K	2 K	2 K
		2 Gr.1	2 Gr.1	2 Gr.1
			2 Gr.2	2 Gr.2
				2 Gr.3
Peace Memorial School	1 K	-	-	-
		1 Gr.1	-	-
			1 Gr.2*	-

*the class will return to Pauline Johnson Elementary School possibly by Grade 3 or Grade 4

A. M. Cunningham

At the present time, only Kindergarten and Grade 1 classes are housed in A. M. Cunningham Elementary School. There is sufficient accommodation space to expand the program to two Grade 2 classes for September 1984. Present enrolment predictions indicate that French Immersion Kindergarten to Grade 2 will be able to continue at A. M. Cunningham Elementary School for a number of years.

In September 1985, the Grade 3 class could be accommodated at Delta Secondary School. During the following two years, both the Grade 4 and Grade 5 classes could be accommodated at Delta Secondary School.

In September, 1988, accommodation will be needed for a Grade 6 class. A possible location for this class would be Memorial School. Subsequently, the Grade 7 and Grade 8 classes (i.e., September 1989 and 1990) could also be accommodated at Memorial Elementary School. It should be noted, however, that by 1988 two factors would have to be investigated - the available space at Memorial School and the locations of the children attending the Grade 6 class. The results of such investigations could result in the selection of a school other than Memorial.

East-End French Immersion Accommodation Possibility

Year	Grades	Location
1984-1985	Kgn., Grade 1, Grade 2	A. M. Cunningham School
1985-1986	Grade 3	Delta Secondary
1986-1987	Grade 3, Grade 4	Delta Secondary
1987-1988	Grade 3, Grade 4, Grade 5	Delta Secondary
1988-1989	Grade 6	Memorial*
1989-1990	Grade 6, Grade 7	Memorial*
1990-1991	Grade 6, Grade 7, Grade 8	Memorial*

* an alternative site may be necessary

EARL KITCHENER SCHOOL

KINDERGARTEN FRENCH IMMERSION

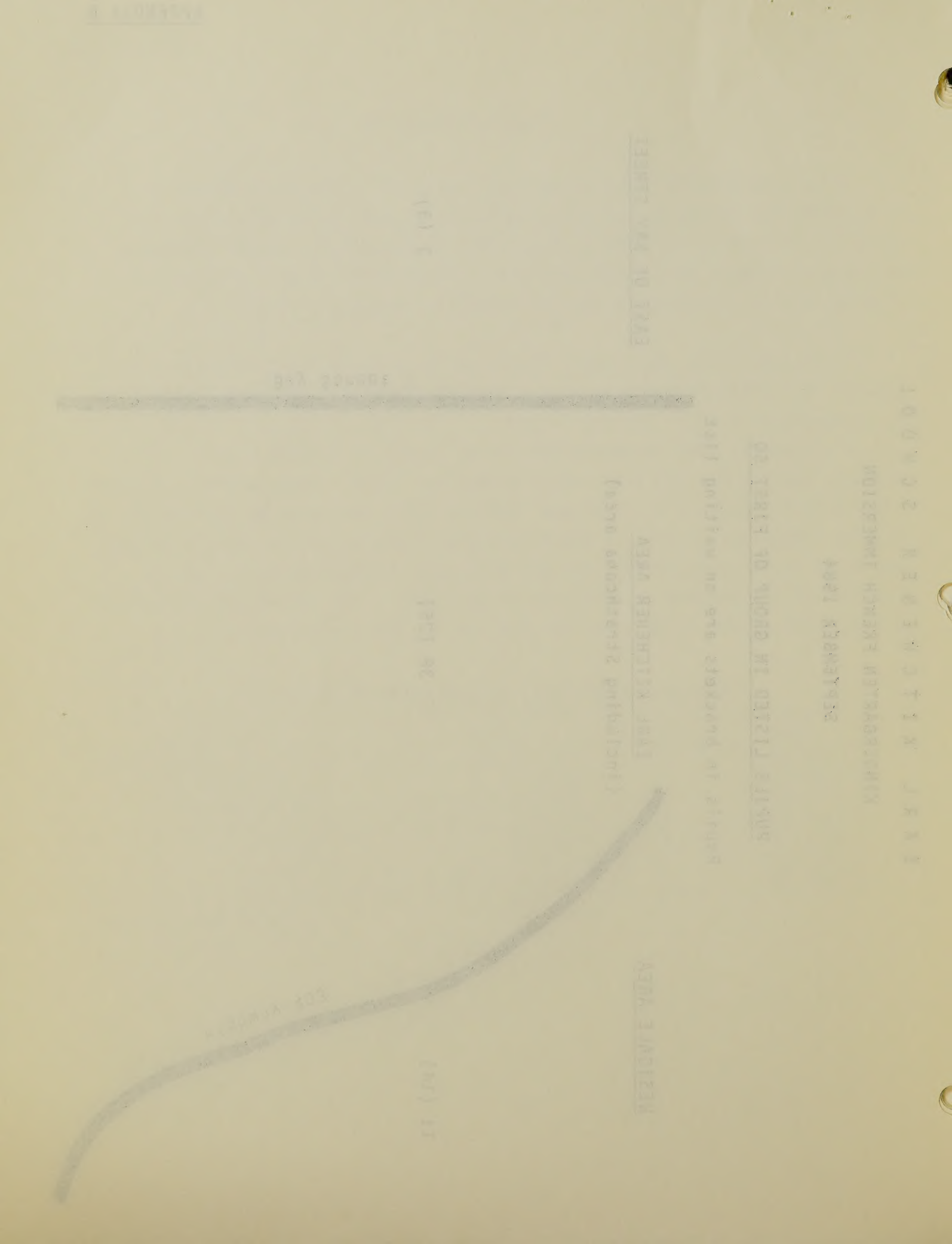
SEPTEMBER 1984

PUPILS LISTED IN GROUP OF FIRST 50

Pupils in brackets are on waiting list



APPENDIX D



ACCOMMODATION REPORT

If a French Immersion centre is established, it should have space to accommodate a full program.

i.e., 2 K → 2 Gr.1 → 2 Gr.2 → 2 Gr.3 → 2 Gr.4 → 2 Gr.5
1 Gr.4 → 1 Gr.4/5 → 1 Gr.5

Therefore, 10 or 11 rooms are required for a full program.

SUITABLE SCHOOLS (Lower City)

H. C. I.
Lloyd George

OTHER SCHOOLS (With Large Surplus Space)

Stinson Street
Queen Victoria
Queen Mary

PROPOSAL

FOR

CENTRAL CITY FRENCH IMMERSION PROGRAM

1. Location: H.C.I. recommended
2. Advertise to all schools with emphasis in the lower central City
3. Commitment to program if numbers so warrant (a minimum of 25 students)
4. Programs will commence with 1 or 2 Kindergarten classes
5. Senior Public school location will be determined at a later date
6. Secondary school location will be determined at a later date

II ENROLMENT IN THE FRENCH IMMERSION PROGRAM
-as of September 30, 1975 to 1983

APPENDIX G

	1975	1976	1977	1978	1979	1980	1981	1982	1983
A. M. CUNNINGHAM									
Kindergarten								43	35
Grade One									37
EARL KITCHENER									
Kindergarten	50	46	50	50	49	50	60	49	50
Grade One		45	42	50	49	48	47	56	53
Grade Two			39	40	46	43	43	48	51
Grade Three				35	34	45	44	40	47
Grade Four					30	33	41	44	35
Grade Five						32	27	35	41
RYERSON									
Grade Six							30	25	38
Grade Seven								32	30
Grade Eight									33
PAULINE JOHNSON									
Kindergarten			33	38	29	43	50	44	47
Grade One				28	34	26	41	45	42
Grade Two					25	31	23	35	40
Grade Three						25	28	22	31
Grade Four							28	26	26
Grade Five								29	20
CARDINAL HEIGHTS									
Grade Six									25
TOTALS AND RETENTION RATES									
Kindergarten	50	46	83	88	78	93	110	136	132
Grade One		45	42	78	83	74	88	101	132
Retention Rate		.900	.913	.940	.943	.949	.946	.918	.971
Grade Two			39	40	71	74	66	83	91
Retention Rate			.780	.870	.855	.892	.892	.943	.901
Grade Three				35	34	70	72	62	78
Retention Rate				.700	.739	.986	.973	.939	.940
Grade Four					30	33	69	70	61
Retention Rate					.600	.971	.986	.972	.984
Grade Five						32	27	64	61
Retention Rate						1.07	.818	.928	.871
Grade Six							30	25	63
Retention Rate							.938	.926	.984
Grade Seven								32	30
Retention Rate								1.07	1.20
Grade Eight									33
Retention Rate									1.03
TOTALS	50	91	164	241	296	376	462	573	681

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 02 10.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Dawn Crocker, 1984 05 01 to 1984 06 28

Miss Sandra Easterbrook, 1984 01 31 to 1984 03 02

Mr. Kevin Jones, 1984 01 30 to 1984 03 30

Miss Helen Mathioudakis, 1984 01 06 to 1984 03 16

Mrs. Carol Muir, 1984 04 30 to 1984 06 28 (.5)

Mrs. Marjie Nelson, 1984 04 01 to 1984 06 28

(b) That the request of Mrs. Elizabeth Dinney for a Maternal Leave of Absence effective 1984 02 02 to 1984 05 31, be granted in accordance with conditions governing Maternal Leave.

(c) That the request of Mr. Robert Martin for a Parental Leave of Absence (without pay), effective 1984 09 01 to 1985 08 31, be granted.

(d) That the resignation of Mr. Roy Ito, Principal, who is retiring on superannuation, effective 1984 08 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

Superintendent of Curriculum & Special Services

(a) That one teacher and one principal attend the "Brain Organization and Learning Conference" to be held at Toronto, Friday, 1984 03 02, and that $125.00 each be paid towards registration and expenses.

(b) That up to three elementary teachers attend the "Ontario Association for Mathematics Education Eleventh Annual Conference" to be held at Kingston, Thursday, 1984 05 10 to Sunday, 1984 05 13, and that $150.00 each be paid towards registration and expenses.

(c) That four teachers attend the "Educational Computing Organization of Ontario Conference" to be held at Toronto, Wednesday, 1984 04 25 to Saturday, 1984 04 28, and that $140.00 each be paid towards registration and expenses.

(d) That one teacher attend the "Educational Computing Organization of Ontario Conference", as a speaker, to be held at Toronto, Wednesday, 1984 04 25 to Saturday, 1984 04 28, and that $30.00 be paid towards registration and expenses.

(e) That two teachers attend the "Positions of Added Responsibility Conference" to be held at Toronto, Thursday, 1984 04 12 to Saturday, 1984 04 14, and that $155.00 each be paid towards registration and expenses.

(f) That an Ontario Arts Council Grant of $450 be accepted in support of the services of a local artist for fifteen days at Vincent Massey School during the spring of 1984.

(g) That those texts approved by the Minister in Circular 14 and which are recommended for use in the elementary schools of this Board be approved.

Associate Superintendent of Curriculum and Special Services

(a) That one Special Education teacher attend the 7th Ontario Association of Children with Learning Disabilities Conference to be held in Toronto, 1984 04 12 and Friday, 1984 04 13, and that $160 be paid towards the cost of registration and expenses.

(b) That one teacher of the trainable retarded attend the 27th Annual Conference of the Ontario Association of Teachers of the Mentally Retarded to be held in Hamilton, Thursday, 1984 04 26 to Saturday, 1984 04 28, and that the registration fee of $95 be paid.

(c) That one special education teacher attend Special Education '84 to be held in Toronto Thursday, 1984 05 10 and Friday, 1984 05 11, and that $115 be paid towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

ss

The Board of Education for the City of Hamilton

Curriculum and Special Services

Textbooks

Subject to Board Ratification

Elementary Schools

Prepared by:

William Oja
Textbook Department

Submitted by:

C. G. W. McKague
Superintendent of Curriculum and
Special Services

Approved by:

A. J. Krever
Director of Education

WO 2/84

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

- CURRICULUM AND SPECIAL SERVICES PANEL -

LEGEND OF CODES USED THROUGHOUT THIS REPORT

BASIS OF APPROVAL (APPROVAL CODES)

1 - MINISTRY'S CIRCULAR 14 APPROVAL OR MINISTERIAL "LETTER OF APPROVAL".

2 - PROVISION "2C" OF THE REGULATIONS

E.G.: ENGLISH LITERATURE/THEATRE ARTS
LITTÉRATURE FRANÇAISE
AUTHOR IN MODERN LANGUAGES
THE CLASSICS - LATIN, GREEK
CURRICULUM SUPPORT MATERIALS

3 - SUPPLEMENTARY MATERIALS

DRILL BOOKS, LAB-MANUALS, KITS, READERS, WORKBOOKS, AND OTHER TEXT-RELATED BOOKS/ MATERIALS

5 - NO TEXT IS CURRENTLY BEING LISTED IN CIRCULAR 14 OR THE ONES LISTED ARE NOT SUITABLE TO THE OBJECTIVES OF THE COURSE/ PROGRAM.

6 - TEXT/BOOK HAS BEEN APPROVED FOR SALE BY THE BOOKSTORE OF ONE OF OUR COMPOSITE SECONDARY SCHOOLS

8 - CLASS-SET (NODRIC) APPROVAL ONLY

9 - REFERENCE-BOOK APPROVAL ONLY

T - TEACHER'S EDITIONS, GUIDES, NOTES, RESOURCE BOOKS, INCLUDING TESTPAPERS, ETC.

RESTRICTION/INFORMATION CODES

BS	BOOKSTORE	BOOKS WILL BE SOLD BY OUR COMPOSITE SECONDARY SCHOOLS. E.G.: AUTHORIZED WORKBOOKS, GRADE XIII TEXTS, ETC.
IA	INTERIM APPROVAL	INTERIM APPROVAL BY THE MINISTRY OF EDUCATION ONLY
LQ	LIMITED QUANTITY	APPROVAL FOR THE PURCHASE OF A LIMITED QUANTITY ONLY
LT	LIMITED TIME	LIMITED TIME APPROVAL BY THE MINISTRY OF EDUCATION
MD	MODULE PROGRAM	APPROVED FOR A COMPOSITE SECONDARY SCHOOL'S MODULE PROGRAM
NT	NODRIC TEXTS	APPROVAL WAS GIVEN FOR CLASS-SET(S) ONLY
RE	REFERENCE BOOKS	APPROVAL WAS GIVEN FOR REFERENCE COPIES ONLY
SP	SPECIAL PROGRAM	TO BE USED ONLY WITHIN A SPECIAL PROGRAM OR APPLICATION

KT - KIT
PK - PACKAGE
ST - SET

TEXTBOOK PROGRAM - ELEMENTARY SCHOOLS
BOARD RATIFICATION LIST

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
	005 PRIMARY EDUCATION						
ALPHABET PUPPETS	-2ND EDITION- -CCP- 1983-	COPP CLARK PITMAN		8.00	3		06924
ALPHABET STORIES	-CCP- 1983-	COPP CLARK PITMAN		11.50	3		05900
CITY KIDS	-SET 1- TEXT EDITIONS -6 TITLES-RES/CTR-	RESOURCE CENTRE		16.00 ST	3		06320
CITY KIDS	-SET 2- TEXT EDITIONS -6 TITLES-RES/CTR-	RESOURCE CENTRE		16.00 ST	3		06338
EARLY NATURE PICTURE BOOKS: LEAF BOOK	-LERNER-	GROLIER/WATTS		7.00	3		01321
EARLY NATURE PICTURE BOOKS: VEGETABLE BOOK	LERNER-	GROLIER/WATTS		7.00	3		01313
EARLY NATURE PICTURES BOOK: FLOWER BOOK	LERNER-	GROLIER/WATTS		7.00	3		01339
EARLY NATURE PICTURES BOOKS: BIRD BOOK	LERNER	GROLIER/WATTS		7.00	3		01347
FIRST INTEREST BOOKS	-ON THE FARM-(WORKBOOK)-GINN-	GINN	-10-	2.00	3		02766
HUNGRY GIANT, THE	-ENLARGED BOOKS- -GINN-1983-	GINN	-10-	18.00	3		11635
INSTANT READERS	-LEVEL 1- -SET OF 10 BKS--HRW- 1970-	HOLT, RINEHART	-10-	95.00 ST	3		01263
LAZY MARY	-ENLARGED BOOKS- -GINN-1983-	GINN	-10-	18.00	3		09092
MONSTERS PARTY, THE	-STORY BOX SERIES -GINN-	GINN	-10-	3.00	3		50138
PHONICS PLUS	-LEVEL -B- READER/WORKBK -CCP-	COPP CLARK PITMAN		5.00	3		91835
PLEASE READ TO ME SERIES	-SET OF 24 BOOKS- -RANDOM-	RANDOM HOUSE		47.00 ST	3		07211
RIDDLE, RIDDLE, RHYME TIME	-A- -LEVEL 1- -BARNELL-	BARNELL LOFT		8.50	3		06858
RIDDLE, RIDDLE, RHYME TIME	-B- -LEVEL 2- -BARNELL-	BARNELL LOFT		8.50	3		06841
SING A SONG	-ENLARGED BOOKS- -GINN-1983-	GINN	-10-	18.00	3		09100
SRA-READING LAB	-1C-MY OWN BK FOR LISTENING & RDG @ 10	SCIENCE RESEARCH		27.00 ST	3		08177
TWO OWL BOOKS: 1, 2, BUCKLE MY SHOE	-HRW-	HOLT, RINEHART	-10-	13.00	3		07526
WE READ SENTENCES - A - ONE LEVEL 1	-BARNELL-	BARNELL - LOFT		8.50	3		09605
	017 ENGLISH RDG ASSISTANTS						
DAN, THE FLYING MAN	-STORY BOX SERIES- -GINN-	GINN	-10-	3.00	3		02329
FARM CONCERT, THE	-STORY BOX SERIES- -GINN-	GINN	-10-	3.00	3		02105
JIGAREE, THE	-STORY BOX SERIES- -GINN-	GINN	-10-	3.00	3		02311
MEANIES	-STORY BOX SERIES- -GINN-	GINN	-10-	3.00	3		02121

TEXT TITLE		PUBLISHER		ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
017 ENGLISH RDG ASSISTANTS							
MONSTER'S PARTY, THE -STORY BOX SERIES-	-GINN-	GINN	-10-	3.00	3		02113
ONCE UPON A TIME SERIES -4 BOOKS-	-GINN-	GINN	-10-	11.00 ST	3		03806
READING REINFORCEMENT SKILLTEXT -SURPRISES-	-MERRILL-	MERRILL		3.00	3		02857
READING REINFORCEMENT SKILLTEXT -WHEELS-	-MERRILL-	MERRILL		3.50	3		01586
READING SKILLTEXT: GOING PLACES IN THE SUN	-MERRILL-	MERRILL		4.00	3		07302
RED ROSE, THE -STORY BOX SERIES-	-GINN-	GINN	-10-	3.00	3		02147
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL A	-MERRILL-	MERRILL		42.00	3		03707
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL B	-MERRILL-	MERRILL		45.00	3		06783
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL C	-MERRILL-	MERRILL		56.00	3		07369
SPECIFIC SKILL SERIES: SPIRIT MASTERS COMPLETE SET		BARNELL LOFT		8.50	3		02709
TO TOWN -STORY BOX SERIES-	-GINN-	GINN	-10-	3.00	3		02303
WILL YOU BE MY MOTHER? -STORY BOX SERIES-	-GINN-	GINN	-10-	3.00	3		02139
018 ENGLISH STUDIES							
POETRY IN FOCUS	-GLOBE-1982	GLOBE/MODERN		8.50	1		18135
RESPONDING TO READING -B-	-A-W- 1981-	ADDISON-WESLEY		13.00	1		00372
020 GEOGRAPHY							
INDIANS, INUIT, AND METIS OF CANADA	-GAGE-1982-	GAGE		8.00	1		09563
INSIDE COMMUNITIES: INDUSTRIAL COMMUNITY	-F/W-	FITZHENRY/WHITESIDE		4.00	3		09589
THINKING ABOUT ONTARIO -KEY-	-HOSFORD-	HOSFORD PUBLISHING		15.00	3		05363
027 SOCIAL STUDIES							
INSIDE COMMUNITIES: INDUSTRIAL COMMUNITY	-F/W-	FITZHENRY/WHITESIDE		4.00	3		09589
PEOPLE CALL IT HOME	-OXF- 1982-	OXFORD	-27-	8.50	1		06957
PEOPLE CALL IT HOME -STUDENT WORKBOOK-	-OXF- 1982-	OXFORD	-27-	1.50	3		06965
THINKING ABOUT ONTARIO -KEY-	-HOSFORD-	HOSFORD PUBLISHING		15.00	3		05363
057 FRENCH IMMERSION							
COMMUNICATING SKILLS -LEVEL -4- -STUDENT WORKBK	-HEATH	HEATH		4.00	3		04184

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
057 FRENCH IMMERSION					
CONTES ET POEMES -CAHIER D'ACTIVITES- -NELSON-	NELSON -50-	4.50	3		02188
DICTIONNAIRE DU VOCABULAIRE ACTIF -SABLIER-	1- SABLIER INC	12.00	3		01743
J'APPRENDS LE FRANCAIS AU FIL DES JOURS -HURTUBISE-	1- HURTUBISE	9.00	3		07542
LIRE PAR PLAISIR -ED-FR-	1- EDITIONS FRANCAISES	5.00	3		02865
LIVRES A JOUER -ED/FR-	1- EDITIONS FRANCAISES	12.00	3		01800
REPORTAGE: LE LAIT ET L'ALIMENTATION -SABLIER-	1- SABLIER INC	1.50	3		02279
SENTIERS MATHEMATIQUES 5 CAHIER D'EXERCICES BEAUCHEMIN	1- BEAUCHEMIN	6.00	3		02725
SOUNDINGBOARD 13 (PACKAGE OF TEN) -GAGE-	GAGE	13.00	3		01719
060 MATHEMATICS					
HOUGHTON-MIFFLIN MATHEMATICS -1- -PROBLEM SOLV'G/BK-	HOUGHTON-MIFFLIN	3.00	3		00737
HOUGHTON-MIFFLIN MATHEMATICS -2- -PROBLEM SOLV'G/BK-	HOUGHTON-MIFFLIN	3.00	3		08870
HOUGHTON-MIFFLIN MATHEMATICS -4- PROBLEM SOLV'G/BK-1982	HOUGHTON-MIFFLIN	4.00	3		08995
IT'S MATHEMATICS -LEVEL 1- -BLACK-LINE MASTERS-GAGE-	GAGE -60-	25.00	3		00745
IT'S MATHEMATICS -LEVEL 2- -BLACK-LINE MASTERS- -GAGE-	GAGE -60-	25.00	3		08862
IT'S MATHEMATICS -LEVEL 3- -BLACKLINE MASTERS- -GAGE-	GAGE -60-	25.00	3		08987
MATH IS / 1 -2ND ED'N- -A- TEXT GRADE 7 -NELSON	NELSON -60-	15.50	1		08953
MATH 3 -BLACKLINE MASTERS- -MHR- 1982-	MCGRAW-HILL RYERSON -60-	28.00	3		09043
MATH 4 -STUDENT TEXT- -MHR- 1982-	MCGRAW-HILL RYERSON -60-	13.00	1		09035
MATHEMATICS THEIR WAY-(REPLACEMENT MASTERS) -A-W- 1976-	ADDISON-WESLEY -60-	11.00	3		00661
MATHWAYS 2/E -LEVEL -5+ (C)-PLUS WORKBOOK -CCP- 1983-	COPP CLARK PITMAN -60-	5.00	3		02204
MATHWAYS 2/E -LEVEL -6+ (C)-PLUS WORKBOOK -CCP- 1983-	COPP CLARK PITMAN -60-	5.00	3		02238
MOSCOW PUZZLES -WILEY-	WILEY	18.00	3		76778
SERIES "M" -1- (F) -ENRICHMENT ACTIVITY MASTERS-CMM-'80	COLLIER-MACMILLAN	22.00	3		00729
SERIES "M" -4- (F) -ENRICHMENT ACTIVITY MASTERS-CMM-'80	COLLIER-MACMILLAN	22.00	3		09027
STARTING PTS IN MATH -GRADE 4- BLACKLINE MASTERS- -GINN	GINN -60-	19.00	3		08904

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER
065 MUSIC					
MUSIC BOOK, THE -GRADE 8- -HRW-1981-	HOLT, RINEHART	24.00	3		07484
075 SPECIAL EDUCATION					
BASIC GOALS IN SPELLING -5- -3RD ED'N--TEXT-MHR- 1977-	MCGRAW-HILL RYERSON -10-	5.50	3		07690
LENNES ESSENTIALS OF ARITHMETIC -GRADE -6- -DD -1974-	DOUBLEDAY -60-	4.00	3		03848
LGM/STRUCTURAL READER: DETECTIVES FROM SCOTLAND YARD	ACADEMIC PRESS	1.50	3		06981
PHONICS IS FUN -3- GLOBE/MODERN	GLOBE/MODERN CURRIC PRESS	5.50	3		07401
PHONICS IS FUN BOOK (1) GLOBE/MODERN	GLOBE/MODERN	5.50	3		02659
READING REINFORCEMENT SKILLTEXT -NEIGHBOURS-MERRILL-	MERRILL	3.00	3		02626
READING REINFORCEMENT SKILLTEXT -SURPRISES--MERRILL-	MERRILL	3.00	3		02857
READING REINFORCEMENT SKILLTEXT -WHEELS- -MERRILL-	MERRILL	3.50	3		01586
READING REINFORCEMENT SKILLTEXT: CIRCUS -MERRILL-	MERRILL	4.00	3		02840
READING REINFORCEMENT SKILLTEXT: IMAGINATION-MERRILL-	MERRILL	3.50	3		02824
READING REINFORCEMENT SKILLTEXT: MOCCASINS -MERRILL-	MERRILL	3.50	3		02832
READING SKILLTEXT: GOING PLACES IN THE SUN -MERRILL-	MERRILL	4.00	3		07302
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL A -MERRILL-	MERRILL	42.00	3		03707
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL B -MERRILL-	MERRILL	45.00	3		06783
REINFORCEMENT MATERIAL (DUPLICATING) LEVEL C -MERRILL-	MERRILL	56.00	3		07369
SPECIFIC SKILL SERIES: SPIRIT MASTERS COMPLETE SET	BARNELL LOFT	8.50	3		02709
SPELLING F WRITING -1- STUDENT'S WORKBOOK -MERRILL-	MERRILL	6.50	3		02782
SPELLING F WRITING -2- STUDENT'S WORKBOOK -MERRILL-	MERRILL	7.00	3		02790
SPRINT STARTER LIBRARY -A- -SCHOLASTIC	SCHOLASTIC	60.00 ST	3		02741
090 TECHNICAL SUBJECTS					
EXPLORING INDUSTRIAL ARTS -MHR- 1983-	MCGRAW-HILL RYERSON -90-	14.00	1		01784
094 INDUSTRIAL ARTS					
EXPLORING INDUSTRIAL ARTS -MHR- 1983-	MCGRAW-HILL RYERSON -90-	14.00	1		01784

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER

TEXT NO RANGE 00372 - 91835

** CONTROL TOTALS **

TEXT TITLE	PUBLISHER	ORDER PRICE	APPR CODE	R/I CODE	TEXT ID NUMBER

TOTAL RECORDS - READ 07833
- UNSEL 00000
- WRITTEN 00093

100 Main Street West
Hamilton, Ontario
1984 02 28

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: SUMMER SKILL PROGRAM

Since 1967, the Board of Education for the City of Hamilton has been offering a four week Summer Skill Program for senior elementary students (grades 6, 7 and 8) from the Hamilton and surrounding area schools. Too young for gainful summer employment, yet too old for playground activities, these students are presented with an opportunity, at a nominal cost, to participate in a summer program carefully structured to make constructive use of leisure time.

A total of 759 students participated in the 1983 program, an increase of approximately 200 over the 1982 program. The introduction of computer programming, typing skills development and dramatic arts was the significant reason for the increase. There is a fairly good possibility that the 1984 program may reflect a continued increase in the interest in new program components and a further increase in the overall enrolment. All options planned will be designed to offer a variety of skill-building experiences related to physical, social and academic self-improvement.

RECOMMENDATION

That, subject to sufficient enrolment,

(a) the 1984 Summer Skill Program operate at Barton, Delta, Hill Park and Sir John A. Macdonald Secondary Schools from July 23 to August 17, 1984, inclusive

(b) as in past years, a teacher co-ordinator be appointed to each of the four skill program locations

(c) full or part time staff be hired as enrolment necessitates.

Prepared and Submitted by:
Peter S. Beveridge
Associate Superintendent of
Curriculum and Special Services

Approved by:
A. J. Krever
Director of Education

rm

BRIEF TO THE EDUCATION MANAGEMENT COMMITTEE

FROM: Greg Wellstood, representing the neighbourhood of Chedoke Farms (Fessenden East)

DATE: February 28, 1984

SUBJECT: Recommendation Item #6, Page 3, of the 1983-1984 Accommodation Report to remove Grade 3 students from the Holbrook - Sir Allan MacNab Complex.

The Fessendon community is a new development with many young families and children. When many of the homes were purchased in 1974-1978, we understood that a public school was to be built on the S.A.M. property. City council had approved these plans on June 10, 1969.

1977 saw overcapacity at Holbrook and a strong plea by parents for children's safety resulting in a K-1 school at S.A.M.

In 1978 the community banded together to form Chedoke Farms build a school committee K-8. More children, a growing community, safety, traffic volume, bussing, weather conditions, and crossing guards saw the real need for a neighbourhood school.

Furthermore in 1979 a proposal was made to the Board of Education for a junior wing extension to the south side of S.A.M. Neither the school or the junior wing was built due to declining enrollments in other public schools across the city and a building freeze by the Ministry.

Parents and trustees met with limited success when the Board of Education approved a JK-3 facility within the S.A.M. complex.

Our "in community school" has been a real advantage in giving children "safe" and "close to home" schooling. Comments from parents over interaction between highschool students and the children have been very positive. Co-operation between the Holbrook and S.A.M. administration has been excellent. The new recreation centre has benefitted the children's extra curricular activities.

.../2

The 1983-1984 Accommodation Report states "it is recommended that Holbrook - Sir Allan MacNab School be from JK to Grade 2 and that pupils from Holbrook - Sir Allan MacNab moving into Grade 3 attend either Holbrook or Seneca effective September 1984".

SAFETY

All parents of children in Grades 4 to 6 crossing at Mohawk and Rice are extemely concerned about safety. The well attended public meeting of February 6, 1984 reinforced the effect a proposed move like this would have on safety for a 7 or 8 year old Grade 3 student crossing this intersection.

The city's Traffic Volume Report of January 17, 1984 shows 756 pedestrians using this intersection during a 7 hour period (20% increase over the past 12 months). Traffic volume has escalated to 10.036 million vehicles per year (a 40% increase over the past 26 months). 29 accidents have occurred between 1976 and 1983 of which 6 have involved pedestrians plus one 13 year old cyclist.

Wentworth Regional Police School Traffic Supervisor, Diane Buist, stated that Mohawk and Rice is rated as one of the worst intersections in Hamilton for close calls.

Records for January 1984 show that 12 vehicles have passed through the crossing guard's stop sign after she was in the intersection waving children across. On two of these occasions the guard has pulled children out of the way to prevent possible injury from careless drivers.

Compound this situation with no visible school to alert drivers, heavier snow falls, fog and winds, high density apartments, condominiums, plazas, and new housing developments, one can clearly see our concern!

SAFETY

...\3

ALTERNATIVES

The community does recognize and understand the Board of Education and S.A.M.'s need for an additional room to accommodate Grade 13. Consequently, we have met and would like to suggest the following alternative solutions:

1. In view of the temporarily overcrowded condition at S.A.M., the highschool staff and students try to adjust their curriculum to work around this diminishing situation. The combined enrollment of K-3 plus 9 to 13 is projected at 1,324 at 116 below capacity.

   I met with Mr. Russell and Mr. Carruth on February 9, 1984 to discuss the issue and workable alternatives. Mr. Carruth was very understanding to our concern and thought that their facility would be strained but "S.A.M. could operate with the Grade 3's in the complex".

2. That the 23 Grade 3 students remain at the Holbrook - S.A.M. complex and one portable be added for this temporarily overcrowded condition. This additional space will provide Grade 13 students with their home room.

This community has petitioned and worked very hard for a JK-8 neighbourhood school that was promised but never materialized. Parents have met in many public meetings, presented briefs and "fought every inch of the way" for our youngsters' safety and a neighbourhood school. Mohawk Road is the main east west artery feeding and receiving traffic from the 403 and Ancaster. Traffic volumes and close calls will only escalate until the proposed east west freeway is completed in the 1990's.

Not only are parents of children in Grades 4 to 6 extemely concerned over crossing safety, but "irate" that 23 Grade 3's may have to take a back seat to safety and monetary considerations due to a short term problem.

Therefore, we are requesting that you, the Trustees of the Education and Management Committee, resolve this problem in our favour and recommend to the Board of Education that Grade 3 be continued at Sir Allan MacNab.

Greg Wellstood

Greg Wellstood

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Therefore, we are requesting that you, the Trustees of the Education and Management Committee, resolve this problem in our favour and recommend to the Board of Education that Grade 3 be continued at Sir Allan MacNab.

Greg Wellstood

REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Dr. H. Paikin (Chairman),
Trustees Rogers and Mulholland, Mrs. Jensen, Drs. Jacobs and Morris.

Also
Present: Trustees Baskin, Bell and Clarke.

Officials Present: Mr. J. Penner (Deputy Business Administrator)
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Mr. B. Adams (Supervisor - Special Education)
Miss W. McLaren (Consultant - Special Education)
Mr. A. J. Molineux (Assistant to the Business Administrator)

The Committee recommends:

PART II

(a) That Dr. C. R. Kemp be paid an honorarium of $500 for his service to the Identification, Placement and Review Committee for the schools for the Trainable Retarded for the school year, and that he be re-appointed as the consulting physician for 1984-1985.

Respectfully submitted,

Dr. Harry Paikin,

Chairman.

Committee Room,
1984 02 20.

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A32

AGENDA

EDUCATION MANAGEMENT COMMITTEE

1984 04 03

Confirmation of the minutes of the last regular meeting of 1984 02 29.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Encyclopedia Britannica.
3. Report of the Special Education Advisory Committee.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. School Year.
3. Permission to pilot test the survey used in "The Adolescent Experience Study" by Dr. A. T. C. King.
4. Request to withdraw re: "4 Over 5" Plan - Mr. Frank W. Sumner.
5. Report of the French Language Advisory Committee.

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Request from Mrs. Bell - re: preference to be given to parents whose child or children are already enrolled in a French Immersion program (referred from March E.M.C. 1984 02 29).
2. Director's Accommodation Report - re: Chedoke Elementary School (referred from March E.M.C. - 1984 02 29).
3. Director's Accommodation Report - re: Grade 3 Students from Holbrook-Sir Allan MacNab (referred from March E.M.C. - 1984 02 29).

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Loan of Teacher to Royal Botannical Gardens.
3. School Year.
4. French Immersion beyond 1984-1985 - request by Trustee McMurrich.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 04 03

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That up to five Supervisory Officers be authorized to attend the Area 2 Spring Conference of the Ontario Association of Education Administrative Officials to be held at Craigleith, Thursday, 1984 04 26 and Friday, 1984 04 27, and that expenses be paid according to policy.

(b) That one member of Senior Management attend the Association of Large School Boards in Ontario Annual Conference to be held at Toronto, Thursday, 1984 05 17 to Saturday, 1984 05 19, and that expenses be paid according to policy.

Superintendent of Operations

(a) That the request of Mr. Robert Philip for an extension of his secondment to the Industry-Education Council be approved effective 1984 09 01 to 1985 08 31.

(b) That the resignation of Mr. Victor Kadonaga, Adjustment Counsellor who is retiring on superannuation, effective 1984 03 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

Associate Superintendent of Curriculum and Special Services

(a) That Mrs. Cynthia Wilkinson be appointed to the position of Psycho-Educational Consultant for the Gifted, Psychological Services, effective 1984 04 30, with salary according to schedule (replacement).

(b) That two staff members of the Continuing Education Department attend the Continuing Education School Board Administrators' Conference to be held in London, Wednesday, 1984 05 09 to Friday, 1984 05 11, and that their expenses be paid according to policy.

(c) That the Supervisor of Adjustment Services attend the workshop, "Multiculturalism, Racism and the School System", sponsored by the Canadian Education Association, to be held in Toronto, Wednesday, 1984 04 25 to Friday, 1984 04 27, and that $200 be paid towards the cost of registration and expenses.

(d) That up to six staff members of the Adjustment Services Department attend the workshop "Working the Unemployed", to be held in Hamilton, Thursday, 1984 05 10, and that the registration fee of $10 each be paid.

Superintendent of Curriculum and Special Services

(a) That the request of the Ministry of Education for the services of the Supervisor of Curriculum and Instruction (Family Studies) for up to 12 days during the 1984 calendar year for purposes of assisting in writing the new curriculum guideline in Family Studies for use in Ontario schools be granted. It is understood that the Ministry will underwrite the cost of assistance needed in the Family Studies Department in the supervisor's absence.

(b) That the Supervisors of Family Studies and Physical Education attend the "6th Annual Guelph Conference on Sexuality" to be held at Guelph, Monday, 1984 06 18 to Wednesday, 1984 06 20, and that $195 each be paid towards registration and expenses.

(c) That the Supervisor of Family Studies attend the "Ontario Family Life Educators' Conference" to be held in Hamilton, Wednesday, 1984 05 09 to Friday, 1984 05 11, and that $120 be paid towards registration and expenses.

(d) That one Physical Education Consultant attend the "Ontario Intramural Recreation Association Conference" to be held at Geneva Park, Sunday, 1984 04 29 to Tuesday, 1984 05 01, and that the registration fee of $160 (member) be paid.

(e) That the Supervisor of Technical Education attend the "Ontario Technical Directors' Association Spring Conference", to be held at Atherley Thursday, 1984 05 24 to Saturday, 1984 05 26, and that the registration fee of $145 be paid.

(f) That one English Consultant attend the "Second R Conference" to be held at London, Thursday evening, 1984 05 10 to Saturday, 1984 05 12, and that $150 be paid towards registration and expenses.

(g) That the Board approve the application for a grant from the Secretary of State on behalf of the Board's Bicentennial Committee for an amount up to $25,000. It is understood that the grant will be used in support of the acquisition of learning materials on the Province of Ontario and its heritage and will be matched by this Board in an amount of money equal to the grant.

(h) That the Supervisor of Geography attend the "Spring Ontario Association for Geographic and Environmental Education Conference" to be held at York University, Friday, 1984 04 06 and Saturday, 1984 04 07, and that $65 be paid towards registration and expenses.

(i) That the Supervisor of Media Services, the Supervisor of English and one Computer Studies Consultant attend the "Changing Curriculum in the 80's" to be held at Brock University, Wednesday, 1984 05 16, at no cost to the Board.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 04 03

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: A.L.S.B.O. CURRICULUM DEVELOPMENT AND SHARING CONTRACT WITH ENCYCLOPEDIA BRITANNICA PUBLICATIONS LTD. (EBP)

The Hamilton Board of Education entered into an agreement with A.L.S.B.O. to co-operatively develop curriculum with affiliated boards. As a result of the curriculum thrust, the Encyclopedia Britannica indicated an interest in acquiring distribution rights. This has been negotiated through A.L.S.B.O. and, as a result, a contract has been prepared. In order to finalize this contract, resolutions are required from all the participating boards authorizing A.L.S.B.O. to participate. It is understood that the curriculum material will continue to be available free of charge to the contributing boards and a percentage of profits derived from the sale of curriculum material will be returned to the participating boards.

RECOMMENDATION:

That the Hamilton Board of Education, as a participating board in the curriculum development and sharing project, give A.L.S.B.O. the authority to enter into a contract with Encyclopedia Britannica Publications Ltd., on behalf of the Board for the purposes of marketing and distributing the Documents, Introductory Computer Studies, Intermediate Division, (General Level) and Introductory Computer Studies, Intermediate Division, (Basic Level).

Prepared and submitted by: C. G. W. McKague,
Superintendent,
Curriculum and Special Services.

Approved by: A. J. Krever,
Director of Education.

encl.

The Association of
LARGE SCHOOL BOARDS
in Ontario

1984 02 29

1983-84

President
William Kent
Peel

1st Vice-President
Lynne Woolstencroft
Waterloo County

2nd Vice-President
Mae Waese
North York

3rd Vice-President
Mardi Collins
Niagara South

Past President
Bob Beatty
Ottawa

Secretary-Treasurer
Ruth Russell
City of York

Curriculum Chairman
Fran Endicott
Toronto

Legislation Chairman
Donald T. Francis
Ottawa

Salary Chairman
Sandra Goldstein
Ottawa

Member at Large
Marjorie Baskin
Hamilton

Member at Large
Penny Moss
Toronto

MEMORANDUM

TO: Superintendents of Program, ALSBO Member Boards participating in the Curriculum Development and Sharing Project

FROM: Lorraine Flaherty, Executive Co-ordinator

RE: Contract with Encyclopedia Britannica Publications Ltd. (EBP)

You will recall a discussion at the last meeting on whether ALSBO can sign a contract with EBP on behalf of the participating Member Boards. My concern was that as a non-profit organization, ALSBO cannot hold monies in trust from year to year without affecting our current tax status. Also, since the ALSBO Executive and Curriculum Committees insist that this Project is a venture of the participating Member Boards and not of ALSBO, I am reluctant to become party to the contract.
I have subsequently spoken to John May, the City of York Board's solicitor, who is familiar with ALSBO because he drew up the contracts for the Computer-Based Learning Materials Project. Mr. May advises me that we have two options regarding the signatories to the contract:

(1) Ask EBP to prepare 16 identical contracts to be signed individually by the signing officers of each participating board. Discussions with Andre Owen of EBP indicate that this option is not acceptable to EBP; the firm would prefer one contract with the collective of boards.

(2) Request each participating board to adopt a resolution giving ALSBO the authority to enter into a contract with EBP on the boards' behalf. That way ALSBO could act for the boards without changing its non-profit tax status.

This second solution seems to be the easiest and most likely to meet all our needs. I am outlining below a draft resolution which I would ask you to put before your board as soon as possible. Please feel free to amend this wording if you see fit. Also would you kindly telephone me to let me know when this matter is likely to go to your board. I will need a written copy of the approved motion once it is passed.

Proposed Resolution

That the _____ Board of Education, as a participating board in the Curriculum Development and Sharing Project, give ALSBO the authority

252 Bloor St. W., Suite 12-205, Toronto, Ontario M5S 1V5 — Telephone 416—922-4858

to enter into a contract with Encyclopedia Britannica Publications Ltd. on behalf of the board for the purposes of marketing and distributing the documents, Introduction to Computer Studies, Intermediate Division, General Level and Basic Level.

Also enclosed for your information is a copy of the draft contract with EBP. The group representing you at the discussions with Andre Owen has approved of the conditions and provisions contained herein. The changes I am suggesting have to do with ALSBO signing on the boards' behalf.

Thank you in advance for your co-operation in speeding this resolution through your board.

ENCYCLOPÆDIA BRITANNICA PUBLICATIONS LTD.

P.O. BOX 2249 • BRITANNICA PLACE • CAMBRIDGE, ONTARIO • N3C 3N4
TELEPHONE (519) 658-4621

Executive Offices

February 21, 1984

The Association of Large
School Boards in Ontario
252 Bloor Street West
Suite 12-205
Toronto, Ontario
M5S 1V5

Attention: Lorraine Flaherty

Dear Madam:

SUBJECT: DISTRIBUTION AGREEMENT

This letter constitutes the Agreement reached between Encyclopaedia Britannica Publications Ltd.(hereinafter referred to as EBP) and the Carleton Board of Education, the Durham Board of Education, the East York Board of Education, the Etobicoke Board of Education, the Halton Board of Education, the Hamilton Board of Education, the Lincoln County Board of Education, the Niagara South Board of Education, the North York Board of Education, the Ottawa Board of Education, the Peel Board of Education, the Scarborough Board of Education, the Toronto Board of Education, the Windsor Board of Education, the City of York Board of Education,and the York Region Board of Education (hereinafter referred to collectively as the Boards) for the distribution and licensing of the curriculum documents known as Introductory Computer Studies, Intermediate Division, (General Level) and Introductory Computer Studies, Intermediate Division, (Basic Level) (hereinafter referred to as the Documents).

Such terms and conditions that apply to this Agreement are set out below:

1. Term

The term of this Agreement shall be 3(three) years commencing on the _____ day of _____, 1984.

2. Rights Granted and Territory

2.1 The Boards grant to EBP the exclusive right
- to reproduce, sell and distribute the Documents;

- to license the use of the Documents to school boards or other institutions; and
- to collect royalties for such licenses in Canada, the U.S. and overseas.

2.2. Such exclusive rights shall apply to the current version of the Documents and any subsequent or updated computer curriculum documents on the same level during the term agreed or subsequent renewals of this Agreement.

2.3. After the expiry of this Agreement EBP shall have the first option to distribute any computer documents of the same level then produced or subsequently produced by ~~AKSBO~~ the Boards.

3. SUPPLY OF PRINTING MATERIAL AND PRODUCTION OF SALE COPIES

3.1. The Boards ~~AKSBO~~ will supply EBP with a camera-ready copy of the Documents and of any subsequent computer documents produced by the Boards, providing such documents are covered by this Agreement.

3.2. EBP shall make or cause to be made all copies of the Document at its own cost as it may require to carry out distribution in the territory.

4. PROMOTION

EBP shall use its best efforts during the currency of this Agreement to promote the sale and license of the Documents.

5. PRICES

EBP shall set the price for the license and the purchase of the Documents according to current market conditions.

6. WARRANTY

6.1. The Boards ~~AKSBO~~ warrants that they are the holder of all copyrights and rights of distribution and duplication granted to EBP hereunder; that it has the right to enter into this Agreement and that it has not entered into any contract or commitment which shall interfere with the rights granted to EBP hereunder.

6.2. Insofar as any materials in the Documents may originate with them, the Boards ~~AKSBO~~ represents and warrants that the same are original and shall not contain any plagiarized or libelous statements.

cont...

6.3 The Boards agree to hold EBP harmless from and against all loss, liability and expense (including reasonable attorney's fees) suffered or incurred by EBP by reason of any breach of the foregoing covenants, representatives or warranties.

7. ROYALTIES

Royalties shall be paid by EBP to the Boards according to the following:

7.1. On licensing 75% (seventy-five per cent) of the license fee received;

7.2. On Documents sold to licensed users 10% (ten per cent) of the selling price of the Documents. This royalty shall be payable on all Documents sold, but only when a minimum of 500 (five hundred) Documents have been sold by EBP.

7.3. All royalties will be payable as follows:
Royalties on sales made in the period from September to February will be paid by April 30th; royalties on sales made from March to August will be paid by October 30th.

8. EXPIRY OF AGREEMENT

Upon expiry of this Agreement the master copies of the Documents supplied to EBP shall either be returned to the Boards or destroyed at the Boards' option.

9. GOVERNING LAW

This Agreement is made under and shall be construed in accordance with the laws of the Province of Ontario.

10. COVENANTS JOINT AND SEVERAL

It is agreed that wherever any obligation is imposed upon the Boards in the Agreement and there is more than one Board which has executed same then any such obligation, together with any liability which may flow from a breach thereof, shall be deemed to be joint and several.

IN WITNESS WHEREOF, the parties have hereto set their hands, the day and year in the Agreement first above written.

ENCYCLOPAEDIA BRITANNICA PUBLICATIONS LTD.

Title

Witness

THE ASSOCIATION OF LARGE SCHOOL BOARDS IN ONTARIO ON BEHALF OF THE BOARDS

Title

Witness

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Trustee Baskin (Chairman);
Trustees Di Ianni and Mulholland; Mesdames Benoit, Bishop, LaFrance, Masters and Tilbury; Mr. Desmarais; Drs. Brennan, Jacobs, Nagler and Newberry.

Officials Present: Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Mr. R. Adams (Supervisor, Special Education)
Mr. J. McCaughey (Consultant, Special Education),
Mrs. C. Brigham (Consultant, Special Education).

The Committee recommends:

GENERAL

(a) That resource material, supplied by the Hamilton Public Library, be housed in all school libraries.

Respectfully submitted,

Mrs. M. Baskin,
Chairman.

1984 03 28.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 03 23.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Ghislaine C. W. Dean, 1984 02 06 to 1984 03 09

Mr. Steven Popek, 1984 02 06 until further notice

Mrs. Kathryn E. McCarroll, 1984 02 06 until further notice

Mrs. Jean Spearin, 1984 03 19 to 1984 06 29 (3/6 timetable)

Mrs. Joan Thom, 1984 01 02 to 1984 03 09

(b) That Ms. Janet Patterson-Cazzola be returned from Leave of Absence and assigned teaching duties, effective 1984 04 01.

(c) That the request of Mrs. Lucy Kisway for an extension of her Leave of Absence, effective 1984 09 01 to 1985 08 31, granted at the March Meeting, be rescinded.

(d) That the request of Mrs. Helen Dick for a Leave of Absence for Personal Reasons, effective 1984 09 01 to 1985 08 31, be granted.

(e) That the request of Mrs. Eva Hudson for an extension of her Leave of Absence for Personal Reasons, effective 1984 09 01 to 1985 08 31, be granted.

(f) That the request of Mr. Malcolm Buchanan for an extension of his Leave of Absence for service with the Provincial Office of the Ontario Secondary School Teachers' Federation, effective 1984 09 01 to 1985 08 31, be granted.

(g) That the request of Mr. William Watson for a Release from Contract, effective 1984 04 03, be granted.

(h) That the resignations of the following teachers, who are retiring on superannuation, effective 1984 08 31, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Mrs. Louise C. Campbell

Mr. James Darby

Mrs. June Guenther

Mr. Lewis W. Pitman

Mr. Murray D. MacNeill

(i) That the Leave of Absence, without pay, granted to Mr. Fred Oliphant at the March Meeting, so that he may participate with the Hamilton Orpheus Male Choir, be changed to become effective 1984 10 05 to 1984 10 23 inclusive.

(j) That the Leave of Absence for Personal Reasons, granted to Mr. Frank Sumner at the March Meeting be changed to become effective 1985 02 01 to 1985 08 31.

(k) That the following trips be approved:

(i) Delta, Glendale, Scott Park and Churchill, Grades 11 and 12, Art, Albright Knox Art Gallery, Buffalo, New York, 1984 04 25 (Wednesday)

(ii) Hamilton Collegiate Institute, Grade 13, French, Quebec City, Quebec, 1984 05 03-06 (Thursday to Sunday)

(iii) Scott Park, Grades 9 to 12, Band, Midland, Michigan, 1984 05 10-12 (Thursday to Saturday)

(iv) Southmount, Grade 13, French, Quebec City, Quebec, 1984 05 02-05 (Wednesday to Saturday)

Associate Superintendent of Curriculum and Special Services

(a) That two secondary school teachers attend the 7th Ontario Association for Children with Learning Disabilities Conference to be held in Toronto, Thursday, 1984 04 12 and Friday, 1984 04 13, and that each receive $160 towards the cost of registration and expenses.

(b) That the upgrading and credit Summer School be held at Sir John A. Macdonald, Scott Park, Sir Winston Churchill and Sherwood Secondary Schools from Monday, 1984 07 09 to Friday, 1984 08 17 inclusive.

(c) That one secondary school vice principal attend the "Gifted and Talented Workshop" to be held in Buffalo, Tuesday, 1984 05 01, and that $95 be paid towards the cost of registration and expenses.

(d) That one secondary school (composite) teacher attend the Ontario School Counsellors' Association Conference to be held in Mississauga, Friday, 1984 04 27, and that $25 be paid towards expenses.

Superintendent of Curriculum and Special Services:

(a) That permission be granted to the Computer Education department to employ two students for 11 weeks under the "Summer Career Access" programme of the Federal Government for the purpose of developing technical help manuals for teachers and the preparation and packaging of software to be used in the schools in the fall. It is understood that the cost of the salaries is shared equally by the Board and the Federal Government. The cost to the Board will be $1,766.00.

(b) That permission be granted to the Science department to employ four students for a maximum of 15 weeks under the Summer Canada Works Programme for the purpose of the preparation of science kits, repairing and restocking older ones and designing, constructing and duplicating instructional aids. It is understood that there will be no cost to the Board.

(c) That up to seven Heads of Technical Departments/Vocational Assistants to the Principals attend the "Ontario Technical Directors' Association Spring Conference" to be held at Atherley, Thursday, 1984 05 24 to Saturday, 1984 05 26, and that the registration fee of $145.00 each be paid.

(d) That five secondary school teachers attend the "Second R Conference" to be held at London, Thursday evening, 1984 05 10 to Saturday, 1984 05 12 and that $150.00 each be paid towards registration and expenses.

(e) That one secondary school (composite) teacher attend the "Symposium on Family Strengths" to be held at Toronto, Monday, 1984 05 07 and Tuesday, 1984 05 08, and that $135.00 be paid towards registration and expenses.

(f) That one secondary school (vocational) teacher attend the "Ontario Cosmetology Teachers' Association Conference" to be held at Toronto, Friday, 1984 05 11 and Saturday, 1984 05 12, and that $35.00 be paid towards registration and expenses.

(g) That one secondary school (composite) teacher attend the "Ontario Family Life Educators' Conference" to be held at Hamilton, Wednesday, 1984 05 09 to Friday, 1984 05 11, and that $120.00 be paid towards registration and expenses.

(h) That one secondary school (composite) principal attend the "French Principals Retreat" to be held at Huntsville, Thursday, 1984 05 03 to Saturday, 1984 05 05, and that expenses be paid according to policy.

(i) That two secondary school (composite) teachers attend the "Third Annual A.O.P.F. Conference" to be held at Sudbury, Thursday, 1984 04 05 to Saturday, 1984 04 07, and that expenses be paid according to policy.

(j) That one secondary school (composite) teacher attend the "Dialogue Franco-Ontarien 1984 Conference" to be held at Toronto, Wednesday, 1984 05 02 to Friday, 1984 05 04, and that $254.00 be paid towards registration and expenses.

(k) That two secondary school teachers of Family Studies and two secondary school (composite) teachers of Physical Education and two secondary school (vocational) teachers of Physical Education attend the "6th Annual Guelph Conference on Sexuality" to be held at Guelph, Monday, 1984 06 18 to Wednesday, 1984 06 20, and that $195.00 each be paid towards registration and expenses.

(l) That twenty-five Vanier Secondary School teachers attend the "Savoir '84 Conference" to be held at Toronto, Friday, 1984 05 11, and that $15.00 each be paid towards expenses.

(m) That four secondary school (composite) teachers and one secondary school (vocational) teacher attend the "Spring Ontario Association for Geographic and Environmental Education Conference" to be held at York University, Friday, 1984 04 06 and Saturday, 1984 04 07, and that $65.00 each be paid towards registration and expenses.

(n) That one secondary school teacher attend the "Physics for Teachers Short Course" to be held at Kingston, Monday, 1984 07 02 to Friday, 1984 07 13, and that $535.00 be paid towards registration and expenses.

(o) That fifteen secondary school teachers attend the "McMaster Geography Forum" to be held at McMaster University, Saturday, 1984 03 31 and that the registration fee of $10.00 each be paid.

(p) That one secondary school (composite) teacher attend the "Hamilton Automobile Club Drinking and Driving Seminar" to be held in Hamilton, Wednesday, 1984 04 11, and that the registration fee of $10.00 be paid.

(q) That one secondary school teacher attend the "Ontario Camp Leadership Centre Workshop" to be held at Bark Lake, Monday, 1984 08 20 to Sunday, 1984 08 26, and that $250.00 be paid towards registration and expenses.

(r) That one secondary school (composite) teacher attend the "Educational Computing Organization of Ontario Conference" to be held at Toronto, Wednesday, 1984 04 25 to Saturday, 1984 04 28, and that $140.00 be paid towards registration and expenses.

(s) That one Values Education Consultant, and two secondary school (composite) teachers attend the "Ontario Moral/Values Education Conference", as workshops leaders, to be held at Toronto, Thursday, 1984 05 03 and Friday, 1984 05 04, and that $30.00 each be paid towards expenses.

(t) That five secondary school teachers attend the "Ontario Moral/Values Education Conference" to be held at Toronto, Thursday, 1984 05 03 and Friday, 1984 05 04, and that $115.00 each be paid towards registration and expenses.

(u) That one secondary school (composite) teacher attend the "Pascal for Microcomputers ICON Conference" to be held at Waterloo, Wednesday, 1984 04 11 to Friday, 1984 04 13, and that $300.00 be paid towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education

/sb

1984 04 03

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the
City of Hamilton.

Ladies and Gentlemen:

RE: SCHOOL YEAR AND SCHOOL HOLIDAYS: 1984-85

Under Regulation 822:82 (under the Education Act) boards of education are required to prepare, adopt and submit to the Regional Director of Education a yearly school calendar.

Please note the following regarding the proposed 1984-85 calendars:

- the school year commences on September 4, 1985;
- a committee of supervisors, federation representatives and principals met with the superintendent for the purpose of co-ordinating the calendar dates; because there are 195 possible school days in the coming calendar year of which a minimum of 185 instructional days must be included, much discussion centred on the use of the one extra day; 3 options were discussed; it could be used as:

  (a) *a board designated holiday;*
  (b) *an instructional day; or*
  (c) *a professional activity day (bringing the number to 10 for the year, one more than last year).*

Because of the great need at the moment to develop and implement new curricula as mandated under O.S.:I.S., administration strongly recommends 10 P.D. days, with the 10th day being used for curriculum development and in-service for implementation;

- in concert with Regulation 822:82, all secondary schools are within the 15 days allowed for examination purposes; it should be noted, however, that in order to provide for the needs of individual schools examination dates vary from school to school;
- two meetings have been held with the officials of the other two local boards and some common dates have been adopted;
- in compliance with Policy/Program Memorandum No. 64, "an annual evaluation of professional activity days commencing in 1984", will be undertaken;

.../2

It is therefore respectfully recommended:

That the attached calendars for the secondary school system for the 1984-85 school year be approved.

That the attached calendar for the elementary schools and schools for the trainable retarded for the 1984-85 school year be approved.

Prepared and Submitted by: C. G. W. McKague, Superintendent of Curriculum and Special Services

Approved by: A. J. Krever, Director of Education.

/sb

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
ELEMENTARY SCHOOLS AND SCHOOLS FOR THE TRAINABLE RETARDED

Elementary ☒
Secondary ☐

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days	1st Week M	1st Week T	1st Week W	1st Week T	1st Week F	2nd Week M	2nd Week T	2nd Week W	2nd Week T	2nd Week F	3rd Week M	3rd Week T	3rd Week W	3rd Week T	3rd Week F	4th Week M	4th Week T	4th Week W	4th Week T	4th Week F	5th Week M	5th Week T	5th Week W	5th Week T	5th Week F
September	1		2	17							3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28 P
October	1		1	21		1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26 P	29	30	31		
November				22					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	6		1	14		3	4	5 P	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January	4		1	18			1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25 P	28	29	30	31	
February			1	19						1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March	5		1	15						1	4 P	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	2			20		1	2	3	4	5 H	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May	1			22				1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June			3	17		3	4	5 P	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27 P	28 P					
TOTAL	20		10	185																									

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
ALL VOCATIONAL

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	
December	6			15	
January	4		2	17	3
February			2	18	
March	5			16	
April	2			20	
May	1		1	21	
June			4	16	3
TOTAL	20		10	185	6

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25 E	28 E	29 E	30 P	31 P	
February					1 P	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13	14	17	18	19	20 E	21 E	24 E	25 P	26 P	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
BARTON SECONDARY

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	2
December	6			15	
January	4		2	17	5
February			1	19	
March	5			16	
April	2			20	3
May	1		1	21	
June			5	15	5
TOTAL	20		10	185	15

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2	5	6	7 E	8 E	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23 E	24 E	25 E	28 E	29 E	30 P	31 P	
February					1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10 E	11 E	12 E	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13	14 E	17 E	18 E	19 E	20 E	21 P	24 P	25	26 P	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
DELTA SECONDARY, SIR WINSTON CHURCHILL

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	3
December	6			15	
January	4		2	17	4
February			1	19	
March	5			16	
April	2			20	3
May	1		1	21	
June			5	15	5
TOTAL	20		10	185	15

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2	5	6	7 E	8 E	9 E	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23	24 E	25 E	28 E	29 E	30 P	31 P	
February					1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10 E	11 E	12 E	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13	14 E	17 E	18 E	19 E	20 E	21 P	24 P	25	26 P	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
GEORGES P. VANIER SECONDARY

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	2
December	6			15	
January	4		2	17	5
February			1	19	
March	5			16	
April	2			20	3
May	1		1	21	
June			5	15	5
TOTAL	20		10	185	15

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2	5	6	7	8 E	9 E	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23 E	24 E	25 E	28 E	29 E	30 P	31 P	
February					1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10	11 E	12 E	15 E	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3 P	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13	14	17 E	18 E	19 E	20 E	21 E	24 P	25 P	26 P	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
GLENDALE

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	2
December	6			15	
January	4		1	18	5
February			2	18	
March	5			16	
April	2			20	2
May	1		1	21	
June			5	15	5
TOTAL	20		10	185	14

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2	5	6	7	8 E	9 E	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23 E	24 E	25 E	28 E	29 E	30	31 P	
February					1 P	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10	11 E	12 E	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13	14 E	17 E	18 E	19 E	20 E	21 P	24 P	25	26 P	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
HILL PARK SECONDARY

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	3
December	6			15	
January	4		2	17	4
February			1	19	
March	5			16	
April	2			20	3
May	1		1	21	
June			5	15	5
TOTAL	20		10	185	15

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2	5	6	7	8 E	9 E	12 E	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23	24 E	25 E	28 E	29 E	30 P	31 P	
February					1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10 E	11 E	12 E	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13	14 E	17 E	18 E	19 E	20 E	21 P	24 P	25	26 P	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board
BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
SCOTT PARK SECONDARY

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	3
December	6			15	
January	4		2	17	4
February			1	19	
March	5			16	
April	2			20	3
May	1		1	21	
June			5	15	5
TOTAL	20		10	185	15

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2 E	5 E	6 E	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23	24 E	25 E	28 E	29 E	30 P	31 P	
February					1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10 E	11 E	12 E	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13	14 E	17 E	18 E	19 E	20 E	21 P	24 P	25 P	26	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: SHERWOOD

Approved by (signature of Board Official)

Elementary ☐
Secondary ☒

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	1
December	6			15	
January	4		2	17	6
February			1	19	
March	5			16	
April	2			20	1
May	1		1	21	
June			5	15	6
TOTAL	20		10	185	14

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2	5 E	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22 E	23 E	24 E	25 E	28 E	29 E	30 P	31 P	
February					1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10	11	12 E	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13 E	14 E	17 E	18 E	19 E	20 E	21 P	24 P	25	26 P	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: SIR ALLAN MACNAB SECONDARY

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	3
December	6			15	
January	4		2	17	4
February			1	19	
March	5			16	
April	2			20	3
May	1		1	21	
June			5	15	5
TOTAL	20		10	185	15

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2	5	6	7 E	8 E	9 E	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23	24 E	25 E	28 E	29 E	30 P	31 P	
February					1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10 E	11 E	12 E	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13	14 E	17 E	18 E	19 E	20 E	21 P	24	25 P	26 P	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
SIR JOHN A. MACDONALD SECONDARY

Elementary ☐
Secondary ☒

Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	3
December	6			15	
January	4		2	17	4
February			1	19	
March	5			16	
April	2			20	3
May	1		1	21	
June			5	15	5
TOTAL	20		10	185	15

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2	5	6	7 E	8 E	9 E	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January	1 H	2 H	3 H	4 H		7	8	9	10	11	14	15	16	17	18	21	22	23	24 E	25 E	28 E	29 E	30 P	31 P	
February					1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10 E	11 E	12 E	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13	14 E	17 E	18 E	19 E	20 E	21 P	24 P	25 P	26	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School: WESTMOUNT SECONDARY

Approved by (signature of Board Official)

Elementary ☐
Secondary ☒

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	
December	6			15	
January	4		2	17	6
February			1	19	
March	5			16	
April	2			20	
May	1		1	21	
June			5	15	6
TOTAL	20		10	185	12

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22 E	23 E	24 E	25 E	28 E	29 E	30 P	31 P	
February					1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13 E	14 E	17 E	18 E	19 E	20 E	21 P	24 P	25	26 P	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)

Ministry of Education
Ontario

SCHOOL YEAR CALENDAR 1984-1985

School Board
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

School
WESTDALE SECONDARY

Elementary ☐
Secondary ☒

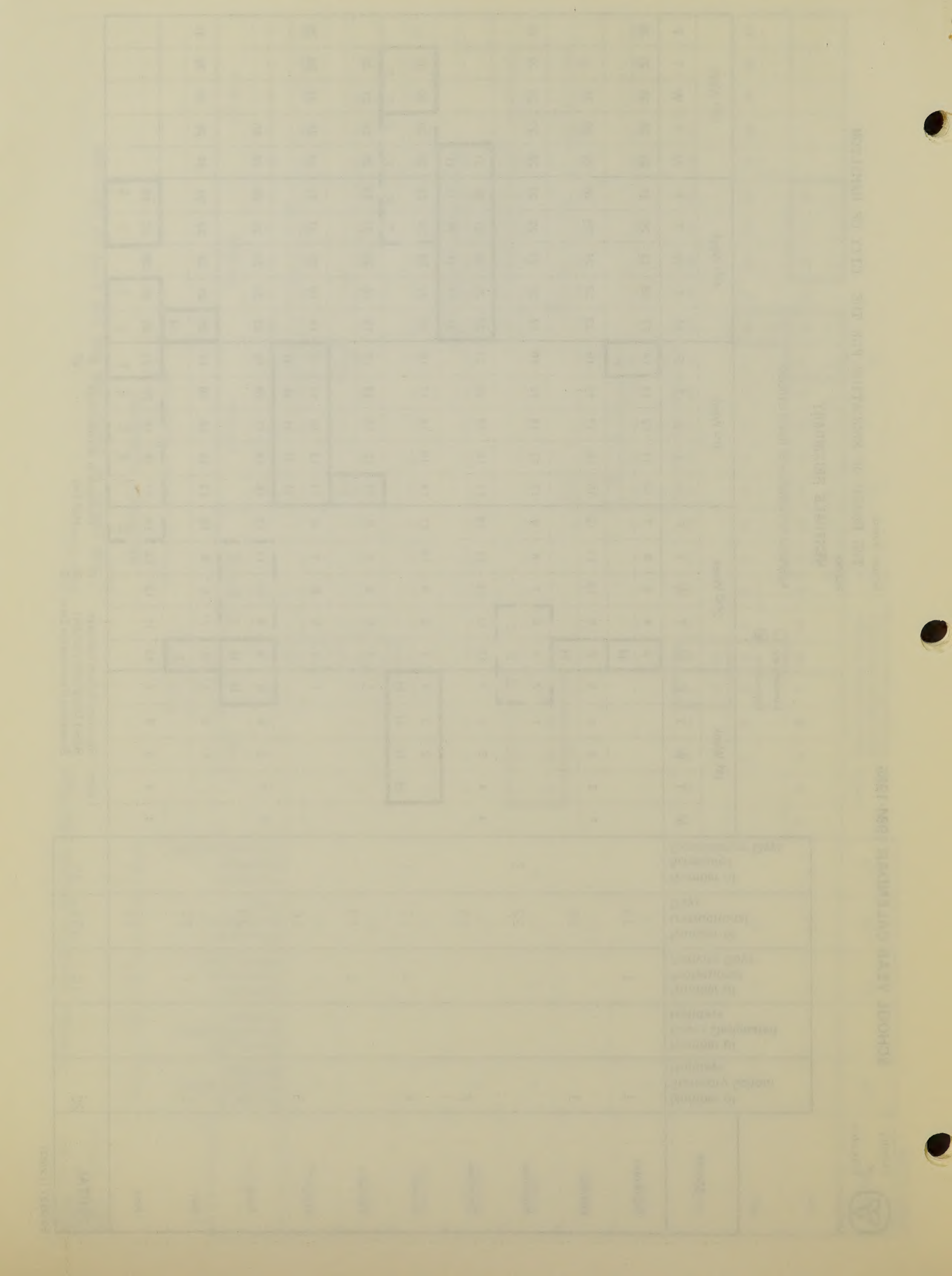
Approved by (signature of Board Official)

Month	Number of Statutory School Holidays	Number of Board Designated Holidays	Number of Professional Activity Days	Number of Instructional Days	Number of Scheduled Examination Days
September	1		1	18	
October	1			22	
November				22	3
December	6			15	
January	4		2	17	4
February			1	19	
March	5			16	
April	2			20	3
May	1		1	21	
June			5	15	5
TOTAL	20		10	185	15

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
September						3 H	4	5	6	7	10	11	12	13	14 P	17	18	19	20	21	24	25	26	27	28
October	1	2	3	4	5	8 H	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
November				1	2 E	5 E	6 E	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25 H	26 H	27 H	28 H	31 H				
January		1 H	2 H	3 H	4 H	7	8	9	10	11	14	15	16	17	18	21	22	23	24 E	25 E	28 E	29 E	30 P	31 P	
February					1	4	5	6	7	8	11 P	12	13	14	15	18	19	20	21	22	25	26	27	28	
March					1	4	5	6	7	8	11 H	12 H	13 H	14 H	15 H	18	19	20	21	22	25	26	27	28	29
April	1	2	3	4	5 H	8 H	9 E	10 E	11 E	12	15	16	17	18	19	22	23	24	25	26	29	30			
May			1	2	3	6 P	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28	29	30	31
June	3	4	5	6	7	10	11	12	13	14 E	17 E	18 E	19 E	20 E	21 P	24 P	25 P	26	27 P	28 P					

Legend: Statutory School Holidays – H
Board Designated Holidays – B
Scheduled Examination Days – E
Professional Activity Days – P
Half Day – ☑

50-0997 (12/83)



1984-85 PROFESSIONAL ACTIVITIES AND DEVELOPMENT DAYS
185 INSTRUCTIONAL DAYS + 10 PROFESSIONAL ACTIVITIES DAYS = 195

DATE	ELEMENTARY & TRAINABLE RET.	VOCATIONAL	COMPOSITE
Sept. 14	(1) Grades 1-6 - in-school (2) Grades 7-8 - supervisors	(2) Supervisors	(2) Supervisors
Sept. 28	(1) In school/Tchr. Dev.		
Oct. 26	(6) HTF		
Dec. 5	(3) Interviews		
Jan. 25	(2) Grades 1-6 - supervisors (1) Grades 7-8 - in-school		
Jan. 30-31			(5) Turn around (all except Glendale)
Jan. 30,31 & Feb. 1		(5) Turn around	
Jan. 31 & Feb. 1			(5) Turn around (Glendale only)
Feb. 11	(2) Supervisors	(2) Supervisors	(2) Supervisors
Mar. 4	(3) Interviews		
May 3			(7) AEFO (Vanier only)
May 6		(7) OSSTF	(7) OSSTF (all except Vanier)
June 5	(3) Interviews		
June 21,25 -28			(4) Year End (MacNab only)
June 21,24, 25,27,28			(4) Year End (Scott Pk., Westdale, and Macdonald)
June 21,24, 26,27,28			(4) Year End (Barton, Delta, Glendale, Churchill, Hill Park, Sherwood, Westmount)
June 24-28			(4) Year End (Vanier)
June 25-28		(4) Year End	
June 27,28	(4) Year End		
TOTAL	10	10	10

PROFESSIONAL ACTIVITY DAYS

1. School oriented in-service programme planning, implementation and evaluation.

2. Supervisors of Curriculum and Instruction conduct broad curriculum in-service programmes.

3. Parent/Teacher interviews to promote better understanding between the schools and the community they serve.

4. Year End - Days used for evaluation, orientation and school closing.

5. "Turn-around-day" in semestered schools. Evaluation and organization for second semester students.

6. Hamilton Teachers' Federation - develops Professional Development Day in co-operation with Curriculum and Special Services.

7. Ontario Secondary School Teachers' Federation - develops Professional Development Day in co-operation with Curriculum and Special Services/A.E.F.O.

1984 03 21

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

RE: Permission to pilot test the survey instrument used in "The Adolescent Experience Study" by Dr. A. T. C. King

The study entitled, "The Adolescent Experience" will attempt to respond to the concerns of a full range of students in secondary school. The purpose of the study is to provide information to teachers relative to the characteristics of all students they work with on a day-to-day basis. The study will explore such variables as student aspirations, the influence of peers, parents and teachers, their attitudes toward basic issues in society, student self-concepts, and the influence of school programming, including the curricular, extra curricular and social environment of schools.

It will be sponsored by The Ontario Secondary School Teachers' Federation and take place during the 1984-85 academic year.

The researchers are requesting permission to pilot test their questionnaire (see attached) in three secondary schools, Delta, Sir Allan McNab and Sir John A. McDonald this spring. Principals of all three schools have been contacted and are willing to cooperate with the research team. The target population will include approximately 100 students at each grade level in each school.

Dr. King's past studies in education have been both scholarly and relevant to progressive educational practice. This present research project should provide valuable information to our secondary staff relative to the individual needs of students.

RECOMMENDATION

It is recommended that the Board of Education for the City Hamilton cooperate with Dr. A. J. C. King and his research team from Queen's University in the pilot testing of the survey instrument to be used in "The Adolescent Experience" Study.

Submitted by: P. S. Beveridge, Associate Superintendent of Curriculum & Special Services

Approved by: A. J. Krever, Director of Education

THE ADOLESCENT EXPERIENCE: PILOT STUDY

SOCIAL PROGRAM EVALUATION GROUP
Queen's University

March, 1984

PART I. BACKGROUND

INSTRUCTIONS: Please answer all questions in Part I. Some require a check mark (✓), others require information. Please read carefully, answer all questions and use boxes provided.

1. AGE: e.g., 1 7 ☐☐

2. SEX:
   - Male ☐
   - Female ☐

3. GRADE: e.g., Grade 9 0 9 ☐☐

4. How many years have you been in high school? (Including this year.) ☐

5. At what level are you taking most of your courses? (Check one box.)
   - Basic ☐
   - General ☐
   - Advanced ☐

6. My average mark on my last report was: (just estimate if you cannot remember exactly). ☐☐

7. Do you come to school by school bus? (Check one box.)
   - Yes ☐
   - No ☐

8. Did you play for an intramural (within the school) team last year? (Check one box.)
   - Yes ☐
   - No ☐

9. Are you playing or do you expect to play for an intramural sports team this year? (Check one box.)
   - Yes ☐
   - No ☐

10. Did you play for an interschool (play against other schools) sports team last year? (Check one box.)
    - Yes ☐
    - No ☐

11. Are you playing or do you expect to play for an inter-school (against other schools) sports team this year? (Check one box.)

Yes	☐
No	☐

12. Are you a member of a school club (e.g., photography, badminton, automobile, chess) this year? (Check one box.)

Yes	☐
No	☐

13. Are you a member of the student council this year? (Check one box.)

Yes	☐
No	☐

14. Where were you and your parents born?

	You	Your Father	Your Mother
Ontario	☐	☐	☐
Other part of Canada	☐	☐	☐
United Kingdom (England, Ireland, Scotland or Wales)	☐	☐	☐
Portugal	☐	☐	☐
Germany	☐	☐	☐
Italy	☐	☐	☐
Other European Country (specify)_____	☐	☐	☐
Caribbean Country	☐	☐	☐
China or Hong Kong	☐	☐	☐
India or Pakistan	☐	☐	☐
United States	☐	☐	☐
Other (specify) _____	☐	☐	☐

15. Who do you live with? (Check one box or specify "other".)

Both parents	☐
Mother	☐
Father	☐
Guardian	☐
Other, please specify _____	

16. What is the number of children in your family including yourself? (include half-sisters and brothers) ☐☐

17. What is the usual occupation of your mother and father?

Mother (describe her job briefly):_____

_____

_____

Father (describe his job briefly):_____

_____

_____

18. Do you have a part-time job during the school year? (Check one box.)

No		☐
1 - 3	hrs./week	☐
4 - 8	hrs./week	☐
9 - 15	hrs./week	☐
16 or more	hrs./week	☐

PART II:

INSTRUCTIONS: Please circle the answer that is the closest to how you feel about the statement.

e.g., I generally do well in school wook. If you agree with this statement you would put a circle around "A".

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

1.	I have trouble making decisions.	SA	A	U	D	SD
2.	I plan my time well.	SA	A	U	D	SD
3.	It gives me satisfaction to do a job well.	SA	A	U	D	SD
4.	I enjoy reading.	SA	A	U	D	SD
5.	Teachers seem to think that students only have their course to worry about.	SA	A	U	D	SD
6.	Being around my friends makes me feel happy.	SA	A	U	D	SD
7.	I hope to have a family of my own someday.	SA	A	U	D	SD
8.	My parents (or guardians) trust me.	SA	A	U	D	SD
9.	I believe the government is doing all it should about pollution.	SA	A	U	D	SD
10.	I am honest.	SA	A	U	D	SD
11.	Being popular is important.	SA	A	U	D	SD
12.	I have to take too many useless subjects in school.	SA	A	U	D	SD
13.	Smoking marijuana is part of a normal social life.	SA	A	U	D	SD
14.	The administration in this school (Principal and Vice-Principal) treats students as individuals.	SA	A	U	D	SD
15.	There are too many compulsory courses in school.	SA	A	U	D	SD

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

16.	If I do not get a good education I will not be able to get a good job.	SA	A	U	D	SD
17.	My courses are helping me prepare well for life after I leave school.	SA	A	U	D	SD
18.	People seem to take my advice.	SA	A	U	D	SD
19.	I usually know how well I am doing in my classes.	SA	A	U	D	SD
20.	Even when my parents (or guardians) are strict, I feel they are doing it for my good.	SA	A	U	D	SD
21.	Taking mathematics is a waste of time.	SA	A	U	D	SD
22.	I work well with others.	SA	A	U	D	SD
23.	I give in to my friends easily.	SA	A	U	D	SD
24.	School administrators (Principal and Vice-Principal)are too easy with students who disrupt the school.	SA	A	U	D	SD
25.	In general my teachers seem to understand me.	SA	A	U	D	SD
26.	The idea of having a job interview frightens me.	SA	A	U	D	SD
27.	I always feel that other students are better at mathematics than I am.	SA	A	U	D	SD
28.	I often feel guilty about going against my parent's (or guardian's) wishes.	SA	A	U	D	SD
29.	School work and homework take up most of my time.	SA	A	U	D	SD
30.	I have confidence in myself.	SA	A	U	D	SD
31.	Administrators (Principal and Vice-Principal) in this school take the side of teachers over students.	SA	A	U	D	SD
32.	What happens in my life depends mainly on me.	SA	A	U	D	SD

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

33.	Political leaders, such as the Prime Minister, do their best for us.	SA	A	U	D	SD
34.	I often think about nuclear war.	SA	A	U	D	SD
35.	I think it is possible for a woman to have both a career and a home and family.	SA	A	U	D	SD
36.	I like to do a job where I know exactly what is expected of me.	SA	A	U	D	SD
37.	I like to offer advice to my friends.	SA	A	U	D	SD
38.	I think that I will be working in the work force for most of my life.	SA	A	U	D	SD
39.	Sometimes I just do not know what is going on in class.	SA	A	U	D	SD
40.	I get frustrated when things do not work out.	SA	A	U	D	SD
41.	The courses that I am taking are helping prepare me for a job.	SA	A	U	D	SD
42.	I have a good idea what I will do after I finish high school.	SA	A	U	D	SD
43.	Taking mathematics will allow me to have a greater choice of future careers.	SA	A	U	D	SD
44.	Homosexuality is acceptable today.	SA	A	U	D	SD
45.	I can see myself in political office some day.	SA	A	U	D	SD
46.	Students should have more freedom to choose what they want to learn.	SA	A	U	D	SD
47.	When I have a big decision to make, I ask my friends for advice.	SA	A	U	D	SD
48.	Pollution is just a part of progress and we have to accept it.	SA	A	U	D	SD

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

49.	I am able to get what I want out of my courses.	SA	A	U	D	SD
50.	Jobs are so hard to find that I expect to be unemployed when I leave school.	SA	A	U	D	SD
51.	My parents (or guardians) understand me.	SA	A	U	D	SD
52.	I would change how I look if I could.	SA	A	U	D	SD
53.	It is important to be liked by others.	SA	A	U	D	SD
54.	Most of my teachers are interested in my personal problems.	SA	A	U	D	SD
55.	I would go to the guidance office for advice on course selection.	SA	A	U	D	SD
56.	My school marks will determine my future.	SA	A	U	D	SD
57.	My parents (or guardian) expect too much of my time for doing household chores.	SA	A	U	D	SD
58.	I dress like the other girls (or boys) in school.	SA	A	U	D	SD
59.	The course material in some of my classes is too difficult for me to understand.	SA	A	U	D	SD
60.	I hope I make lots of money in my future career.	SA	A	U	D	SD
61.	I have a lot of arguments with my parents (or guardians).	SA	A	U	D	SD
62.	Honesty is important.	SA	A	U	D	SD
63.	I have a happy home life.	SA	A	U	D	SD
64.	Teachers often make me feel foolish in front of the whole class.	SA	A	U	D	SD
65.	I think some day I will have other people working for me.	SA	A	U	D	SD

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

66.	I have lots of friends.	SA	A	U	D	SD
67.	I think that nuclear war will happen in my lifetime.	SA	A	U	D	SD
68.	Good marks in school are importmant to me.	SA	A	U	D	SD
69.	I doubt if I will really enjoy being in the working world.	SA	A	U	D	SD
70.	I often wish I were someone else.	SA	A	U	D	SD
71.	I benefit personally from most of my courses.	SA	A	U	D	SD
72.	My parents (or guardians) expect too much from me.	SA	A	U	D	SD
73.	Most of my friends have tried drugs.	SA	A	U	D	SD
74.	The guidance counsellors in this school are truly concerned about students.	SA	A	U	D	SD
75.	What I will do after leaving high school is mainly my decision.	SA	A	U	D	SD
76.	There is too much reading required in school and I have trouble getting it all done.	SA	A	U	D	SD
77.	Someone like me could never have any effect on society.	SA	A	U	D	SD
78.	School is only fun if you are a good student.	SA	A	U	D	SD
79.	Teachers relate school work to my future life.	SA	A	U	D	SD
80.	I feel I will have to join a union to protect my rights when I am working full time.	SA	A	U	D	SD
81.	I would like to hold an important position some day.	SA	A	U	D	SD
82.	I find it difficult to imagine what I will be doing in ten years time.	SA	A	U	D	SD

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

99.	I enjoy school work.	SA	A	U	D	SD
100.	I would like to find a secure job and stay in it.	SA	A	U	D	SD
101.	I do not like to do anything to hurt my parents' (or guardians') feelings.	SA	A	U	D	SD
102.	I enjoy taking things apart and putting them back together again.	SA	A	U	D	SD
103.	Physical appearance is important.	SA	A	U	D	SD
104.	There are times when I would like to leave home.	SA	A	U	D	SD
105.	Most of my friends drink alcohol.	SA	A	U	D	SD
106.	The administration (Principal and Vice-Principal) at this school does a good job.	SA	A	U	D	SD
107.	I would like to be a leader.	SA	A	U	D	SD
108.	I do not always understand the rules that I am expected to obey in school.	SA	A	U	D	SD
109.	When I speak out in class others make fun of me.	SA	A	U	D	SD
110.	I like the way the teachers teach in most of my courses.	SA	A	U	D	SD
111.	Society is changing so fast, an education is more important now than it ever was.	SA	A	U	D	SD
112.	I decide the courses I will take.	SA	A	U	D	SD
113.	There are some courses in school that are more suited to girls than boys.	SA	A	U	D	SD
114.	People should be dependable.	SA	A	U	D	SD
115.	I am often sorry for the things I do.	SA	A	U	D	SD

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

116.	I get along well with most of my teachers.	SA	A	U	D	SD
117.	Persons should not have sex before marriage.	SA	A	U	D	SD
118.	I feel pressure from my friends to smoke cigarettes.	SA	A	U	D	SD
119.	I have a good chance of getting an interesting job after I finish my education.	SA	A	U	D	SD
120.	I do not feel qualified to give my opinion to older people.	SA	A	U	D	SD
121.	I discuss my problems with friends.	SA	A	U	D	SD
122.	My parents (or guardians) give me a lot of responsibility.	SA	A	U	D	SD
123.	I am proud of this school.	SA	A	U	D	SD
124.	Laws are made for our protection.	SA	A	U	D	SD
125.	I like to be my own boss.	SA	A	U	D	SD
126.	I choose my school courses with a future career in mind.	SA	A	U	D	SD
127.	I think I will use what I have learned in school when I start working.	SA	A	U	D	SD
128.	There are some courses in school that are just too hard for girls to do.	SA	A	U	D	SD
129.	I think of other people's feelings.	SA	A	U	D	SD
130.	Some teachers make me feel I am not important.	SA	A	U	D	SD
131.	I feel pressure from my friends to take marijuana.	SA	A	U	D	SD
132.	My teachers treat every student fairly.	SA	A	U	D	SD

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

133.	I would go to the guidance office for advice on personal problems.	SA	A	U	D	SD
134.	I would raise my children differently than my parents raised me.	SA	A	U	D	SD
135.	I am too shy to make lots of friends.	SA	A	U	D	SD
136.	I think there will always be someone telling me what to do.	SA	A	U	D	SD
137.	I find it difficult to talk about sex with adults.	SA	A	U	D	SD
138.	I am able to take the courses that I want in this school.	SA	A	U	D	SD
139.	I like to play team sports.	SA	A	U	D	SD
140.	If I work hard I am sure to get a good job.	SA	A	U	D	SD
141.	The students at this school seem to enjoy school most of the time.	SA	A	U	D	SD
142.	A good income is a sign of success.	SA	A	U	D	SD
143.	I have fun with my parents (or guardians).	SA	A	U	D	SD
144.	I like other students to follow my ideas.	SA	A	U	D	SD
145.	My teachers are generally fair in marking tests.	SA	A	U	D	SD
146.	Good teachers must be strict.	SA	A	U	D	SD
147.	I often have trouble getting all my school work done.	SA	A	U	D	SD
148.	There are certain jobs I have to do around home.	SA	A	U	D	SD
149.	The student activities at this school offer "something for everyone".	SA	A	U	D	SD
150.	I feel I "belong" at this school.	SA	A	U	D	SD

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

151.	There are too many tests and examinations in my classes.	SA	A	U	D	SD
152.	I stick with a job until it is done.	SA	A	U	D	SD
153.	I feel foolish when I have to ask someone for advice.	SA	A	U	D	SD
154.	I would not want to work for a woman boss.	SA	A	U	D	SD
155.	Students who take drugs could not be friends of mine.	SA	A	U	D	SD
156.	Most of my teachers seem to trust me.	SA	A	U	D	SD
157.	Society is changing so fast I do not think I can ever learn enough.	SA	A	U	D	SD
158.	I have a fairly clear idea of my future career.	SA	A	U	D	SD
159.	Whether or not I get to be a leader depends mostly upon my ability.	SA	A	U	D	SD
160.	People of the opposite sex seem to like me.	SA	A	U	D	SD
161.	I often do not understand the laws I am expected to obey.	SA	A	U	D	SD
162.	I like to participate in as many activities as I can in school.	SA	A	U	D	SD
163.	When I need advice about a serious matter I ask one or both of my parents (or guardians).	SA	A	U	D	SD
164.	Some careers are best suited to men.	SA	A	U	D	SD
165.	I am doing the best I can at school.	SA	A	U	D	SD
166.	Teachers treat some students better than me.	SA	A	U	D	SD
167.	I feel pressure from my friends to drink alcohol.	SA	A	U	D	SD

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

168.	I just tell my teachers what I think they want to hear.	SA	A	U	D	SD
169.	I usually follow my friends' advice.	SA	A	U	D	SD
170.	Police officers do not treat young people fairly.	SA	A	U	D	SD
171.	I find it hard to go to school in the morning.	SA	A	U	D	SD
172.	It is important to me to enjoy my work.	SA	A	U	D	SD
173.	I do not like to do work that causes me to get dirty.	SA	A	U	D	SD
174.	Society expects too much from young people.	SA	A	U	D	SD
175.	My friends often ask me for advice and help.	SA	A	U	D	SD
176.	I think we could prevent nuclear war if we really tried.	SA	A	U	D	SD
177.	Education can provide a lot of personal satisfaction.	SA	A	U	D	SD
178.	What my parents (or guardians) think of me is important.	SA	A	U	D	SD
179.	Having nice clothes is important.	SA	A	U	D	SD
180.	I would want a good pension plan at work.	SA	A	U	D	SD
181.	I have a good idea what the person I will marry will be like.	SA	A	U	D	SD
182.	Computers are taking too many jobs away.	SA	A	U	D	SD
183.	Sometimes I cannot sleep, worrying about the future of the world.	SA	A	U	D	SD
184.	I often do things I do not really want to do because my friends are doing it.	SA	A	U	D	SD

Strongly Agree	- SA
Agree	- A
Uncertain	- U
Disagree	- D
Strongly Disagree	- SD

185.	School rules often stop me from doing what I want.	SA	A	U	D	SD
186.	I like to be called upon in class to answer questions.	SA	A	U	D	SD
187.	I go to a lot of parties.	SA	A	U	D	SD
188.	Most girls are not very good at mathematics.	SA	A	U	D	SD
189.	I do not have much in common with other kids.	SA	A	U	D	SD
190.	I intend to marry someday.	SA	A	U	D	SD
191.	I am dependable.	SA	A	U	D	SD
192.	I would seek out a police officer if I were in trouble.	SA	A	U	D	SD

PART III.

PLEASE COMPLETE THE FOLLOWING IDEA, ANSWERING THE WAY YOU FEEL ABOUT IT. USE THE OTHER SIDE OF THIS SHEET IF YOU NEED MORE SPACE. IT IS ALL RIGHT TO USE POINT FORM.

Some of the changes I would like to see made in this country are:

REQUEST RE: SALARY HOLDBACK PLAN ("4 Over 5")

(a) That the Board rescind the leave of absence granted to Mr. Frank W. Sumner, for the 1984-1985 school year and approve his request to withdraw from the Salary Holdback Plan ("4 Over 5").

REPORT OF THE

FRENCH LANGUAGE ADVISORY COMMITTEE

Present: Mr. H. Paquin (Chairman);
Trustees Varrasso, Vine and McMurrich; Mesdames Barker and Garon;
Mr. Desmarais.

Also
Present: Trustee Mulholland.

Officials
Present: Mr. J. Penner (Deputy Business Administrator),
Mr. R. Kennedy (Area Superintendent),
Mr. R. Adams (Supervisor, Special Education),
Mr. A. J. Molineux (Assistant to the Business Administrator).

PART I

(a) That an information brochure, similar to one issued by the Wentworth County Board of Education, explaining the role of the French Language Advisory Committee, be printed in French and English, for distribution to parents and interested persons.

Respectfully submitted,

Mr. H. Paquin,
Chairman.

Committee Room,
1984 03 21.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 04 03

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Chedoke Junior School

The administration has reviewed the submissions from the I Love Chedoke Committee and would like to make the following comments:

1. The covering letter carried the following statement, "It has now become apparent that our worst fears were justified". May I suggest that their submission and our report submitted to both the Board and the Chedoke Committee on 1984 02 17 did not substantiate this statement. I would like to draw to your attention a quotation from the covering letter submitted by myself to Mr. Seneco, "I believe the findings contained within the administration's report are sound and would reflect the opinion of most educators. I would also suggest that the analysis has convinced me even more that the recommendation for the movement of the junior grades from Chedoke to another building is indeed educationally viable, defensible and appropriate".

2. Safety - The committee has suggested that there is a safety problem; this is not what the report has indicated. We have suggested that the safety is an issue which can be addressed effectively through the joint co-operation of the Board, the parents, and city officials. It should be noted that children, right across this city, do cross busy streets and statisfactory arrangements have been made to ensure safety. It should also be borne in mind that these arrangements cannot be made until a resolution re school organization has been made by the Board.

3. "Holbrook School will be in a crowded accommodation." The report does not indicate this. We have again discussed the situation with the principal and the attached figures indicate that there will be sufficient room (4 empty rooms) at Holbrook to handle the children that come from Chedoke. The assumption is being made by the community that all children from Chedoke will attend Holbrook. We doubt this. Seneca and Buchanan Park are other options that are available and will be taken by some parents. In addition, a number of children will fit naturally and easily into existing classes. (See Appendix A)

4. "Program improvement at Buchanan Park" - A statement is made that they will not have a substantial improvement in program delivery. The answers to questions 13, 22, 35, and 56 would satisfy the reader that effective programming will be available through an expanded Buchanan Park School.

5. "The future enrolment problems on the west mountain will exist." The committee has been told on numerous occasions that this statement is not true. The accommodation needs of the west mountain will be addressed for the foreseeable future through the changes that are being suggested. The expansion and new growth areas will be handled at the middle school level through space available at Chedoke Senior Public School and Westview Senior School. The junior school population will be handled through the space that will be available at Seneca, Buchanan Park and Holbrook (the long-range projection calls for a population decline). Additionally, James MacDonald will be declining in enrolment and space will become available there in the not-to-distant future. The report, therefore, addresses sound long-range planning and rationalizes the space and the future anticipated growth.

6. "The future use of the junior wing." This really has little to do with the transfer of the junior students from the Chedoke facility. The space that is created will be used as the need demands. This may be for a variety of reasons which may or may not include the following:

6. (a) Special Education
   (b) Expanded Senior Public School students
   (c) Special purposes, e.g., music, microcomputers, art
   (d) Adult Education

7. "Fair and open presentation of all the facts that have not been given to the trustees." This statement has been made on numerous occasions by this committee and reflects on the honesty and professionalism of the administrative staff of this Board, and as the senior officer I resent the implications that are made. At all times we have attempted to provide all relevant information that is needed and I have challenged individuals to show where such information has been withheld. The only place where there is a possible avenue of criticism of the administration is the note from Mr. Abraham dated January 10. This should, however, be placed in perspective. It was sent to an area superintendent and was perceived by the area superintendent as an acknowledgement of receipt of the accommodation report. It contained a personal viewpoint from Mr. Abraham and this viewpoint was not forthcoming in later correspondence. Please see the letter to the Director dated 1984 01 11 and correspondence to a parent in the Norwood community dated January 1984. May I quote from that letter, "By giving little weight to social impacts there will be a presumption towards school closures. By giving great weight to social impacts there will be a presumption against school closures. It is clear that social impacts have been taken into account and affected decisions in Hamilton, e.g., Central, Huntington Park and Lloyd George."

8. "Social Impact" - The suggestion has been put forth by the committee that the Board does not and has not considered social impact. The previous paragraph indicates that the local planning board does recognize that we are aware of the social significance of school closure. May I also quote at this time a letter that was forwarded to Mr. Seneco on 1984 02 28 (see attachment), "May I also draw to your attention that the Board's consolidation policy on page 4, indicates that the social impacts on the closure of the school are to be considered by the Review and Analysis Committee. It is our feeling that these issues are best dealt with at the local level so that the realities of any closure are specific to any school and the community which that school serves."

It is our feeling that to try to determine social impacts on a system-wide basis would be a futile exercise. The social impacts on communities such as Bell Cairn, Central, Union, Ryckman's, Sherwood Heights, etc. are so distinct, diverse and different that to try to capture it in one policy would indeed be most difficult and probably the end result would be meaningless.

9. "Relationship with the Planning Department" - It was suggested by the presenter that the local planning department is "a bad word" with the school board. This is far from the truth and such a statement is destructive and has no basis of fact. We have a good working relationship with the Planning Department. Since I have become Director of Education our reports have been provided to that department on a yearly basis. We value and respect the input from the people who work with the region and their input is taken into consideration in situations where school consolidation is being considered. However, it should be born in mind that this is only one set of information that the Accommodation Committee must assimilate in attempting to determine what is in the best educational interest of the children of this city. There are times that the social impact of school closure or consolidation are so overwhelming that closure cannot be considered as a viable alternative. We've had examples of these and all of us are aware of them. It should be pointed out, however, that we have numerous situations where schools have been closed or grade organizations have been modified. The social impact of each of these is evident to all of us and based on this empirical evidence I would suggest that the past decisions as well as the recommendations that are put forth now are valid and justified.

SUMMARY

The administration has once again reviewed all of the issues and has come to the conclusion that it is time to close the junior wing at Chedoke School. The maintainance of the Junior program for 1983-84 has been costly and has provided no new information or facts. The educational interests of these children would be best served in one of the surrounding junior school environments. This change is philosophically, educationally, and financially defensible. The administration respectfully recommends that the board adopt the original recommendation.

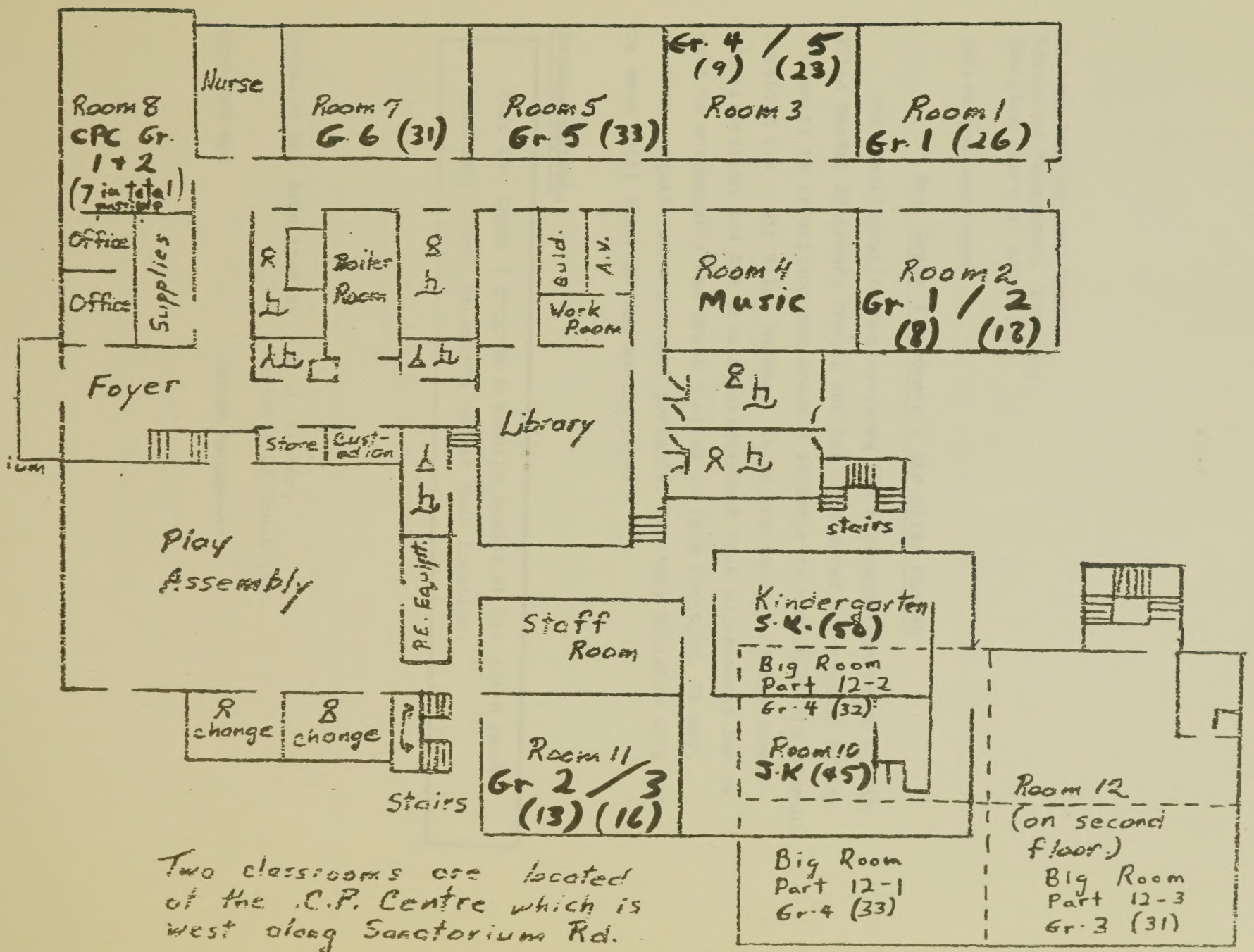
Recommendation:

That Chedoke become a Senior School only (grades 6, 7 and 8) in September 1984, and that pupils in the primary and junior school attending a neighbouring school.

Prepared by: A. J. Krever
Approved by: Senior Management
Submitted by: A. J. Krever

HOLBROOK SCHOOL

Floor Plan



Two classrooms are located of the C.P. Centre which is west along Sanatorium Rd.

APPENDIX A



Education Centre,
100 Main Street West,
HAMILTON, Ontario.
1984 04 03

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Grade 3 Students - Sir Allan MacNab

The administration has reviewed the accommodation needs at Sir Allan MacNab Secondary School and has considered the request of the community re permitting the Grade 3 students to remain at the present location i.e., Sir Allan MacNab. It is the feeling of the school administration and the Area Superintendent that adjustments can be made to accommodate the Grade 3 class at this location. It may, however, require an additional portable, but this decision will not be made until later in the spring term.

Recommendation:

That the Grade 3 program presently housed at Sir Allan MacNab Secondary School be maintained at that location.

Prepared and submitted by: A. J. Krever,
Director of Education.

Approved by: Senior Management.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 03 23.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Sandra Dowhan, 1984 04 30 to 1984 06 28

Mrs. Catherine Drinan, 1984 06 01 to 1984 06 28

Mr. Cam Harrison, 1984 03 19 to 1984 04 27

Mrs. Lynn Knapp, 1984 04 10 to 1984 05 18

Mr. Collin Rees, 1984 03 09 to 1984 06 28

Mrs. Linda Walker, 1984 05 07 to 1984 06 28

Ms. Lucille Yates, 1984 04 02 to 1984 06 28

(b) That Mr. Neil G. Smith be transferred from the Probationary Staff to the Permanent Staff, effective 1984 05 17.

(c) That Mrs. Betty Ellen Eedson be returned from Leave of Absence and assigned teaching duties, effective 1984 04 02.

(d) That the requests of the following teachers for extensions of their Leaves of Absesence, effective, 1984 09 01 to 1985 08 31, be granted:

Mrs. M. Anne Barrs

Mrs. Linda Furry

Mrs. Elizabeth Gilmour

Mrs. Jeannie Hughes (McLeod)

(e) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. B. Kathleen Hann, 1984 05 01 to 1984 06 29

Mrs. Mary Lou Mauro, 1984 05 07 to 1984 06 29

Mrs. Kari Morrow-Floren, 1984 04 02 to 1984 06 29

Mrs. Peppy Tew, 1984 05 07 to 1984 06 29

Mrs. Joyce Whittle, 1984 06 01 to 1984 06 29

(f) That the request of Miss Mary Lou Gitschner for a Disability Leave, effective 1984 04 02 (p.m.), be granted.

(g) That the request of Mrs. Dina Diadamo for a Leave of Absence for Personal Reasons, effective 1984 09 01 to 1985 08 31, be granted.

(h) That the resignation of Mr. Lawrence Bell, Principal, who is retiring on superannuation, effective 1984 08 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

(i) That the resignations of the following teachers, who are retiring on superannuation, effective 1984 08 31, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Mrs. Audrey A. Beeler

Mrs. Ethelwyn Bell

Mrs. Betty Bird

Mrs. Mary E. MacDonald

(j) That the resignation of Mrs. Phyllis Trussler, who is retiring on superannuation, effective 1984 08 31, be accepted with regret.

(k) That 3 students be permitted to attend the Ottawa Jamboree for Safety Patrollers, to be held at Ottawa, 1984 05 24-26 (Thursday to Saturday), and that the Board contribute $76 per student toward the cost.

(l) That the following trips be approved:

(i) Highview, Grade 7, Outdoor Education, Camp Wanakita, Haliburton, Ontario, 1984 06 06-09 (Wednesday to Saturday)

(ii) Norwood Park, Grade 7, History, Midland, Ontario, 1984 06 04-05 (Monday to Tuesday)

(iii) W. H. Ballard, Grade 8, Outdoor Education, Camp Belwood, Fergus, Ontario, 1984 06 13-15 (Wednesday to Friday)

Superintendent of Curriculum and Special Services:

(a) That two teachers attend the "Curriculum '84 Conference" to be held at Collingwood, Thursday evening, 1984 05 10 to Saturday, 1984 05 12, and that $200.00 each be paid towards registration and expenses.

(b) That up to nine Industrial Arts Teachers attend the "Ontario Industrial Arts Teachers' Association Conference" to be held at Brantford, Thursday evening, 1984 05 03 and Friday evening, 1984 05 04, and that the registration fee of $75.00 each be paid.

(c) That one teacher attend the "Alcohol -- Counter Measures Conference" to be held at Toronto, Thursday, 1984 04 19 and that the registration fee of $30.00 be paid.

(d) That one principal attend the "Religious Education Belongs in the Public School Conference" to be held at Toronto, Wednesday, 1984 06 20 to Friday, 1984 06 22, and that $160.00 be paid towards registration and expenses.

(e) That one teacher attend the "Ontario Intramural Recreation Association Conference" to be held at Geneva Park, Sunday, 1984 04 29 to Tuesday, 1984 05 01, and that the registration fee of $180.00 (non-member) be paid.

(f) That one teacher attend the "Ontario Family Life Educators' Conference" to be held at Hamilton, Wednesday, 1984 05 09 to Friday, 1984 05 11, and that $120.00 be paid towards registration and expenses.

(g) That seven teachers, the Primary Education Supervisor and five consultants attend the "Second R Conference" to be held at London, Thursday evening, 1984 05 10 to Saturday, 1984 05 12 and that $150.00 each be paid towards registration and expenses.

(h) That two teachers attend the "Spring Ontario Association for Geographic and Environmental Education Conference" to be held at York University, Friday, 1984 04 06 and Saturday, 1984 04 07, and that $65.00 each be paid towards registration and expenses.

(i) That one teacher attend the "Physics for Teachers Short Course" to be held at Kingston, Monday, 1984 07 02 to Friday, 1984 07 13, and that $535.00 be paid towards registration and expenses.

(j) That five teachers attend the "McMaster Geography Forum" to be held at McMaster University, Saturday, 1984 03 31 and that the registration fee of $10.00 each be paid.

(k) That one teacher attend the "Association for Early Childhood Education Conference" to be held at Toronto, Thursday, 1984 05 31 to Saturday, 1984 06 02, and that $210.00 be paid towards registration and expenses.

(l) That one teacher attend the "Canadian Association for Young Children Conference" (member), to be held at York University, Friday, 1984 04 06, and that $60 be paid towards registration and expenses.

(m) That two Primary Consultants and one teacher attend the "Canadian Association for Young Children Conference", (non-members), to be held at York University, Friday, 1984 04 06, and that $85.00 each be paid towards registration and expenses.

(n) That two teachers and one Primary Consultant attend the "Ontario Association for Math Educators' Conference" to be held at Kingston, Thursday, 1984 05 10 to Sunday, 1984 05 13, and that $150.00 each be paid towards registration and expenses.

(o) That two primary teachers attend the "Ontario Association for Math Educators' Conference", to be held at Kingston, Thursday, 1984 05 10 to Sunday, 1984 05 13. It is understood that their expenses will be paid by the Primary Teachers' Association.

(p) That two principals attend the "Principal as Curriculum Manager Conference" to be held at Toronto, Thursday, 1984 04 05 and Friday, 1984 04 06, and that $230.00 each be paid towards registration and expenses.

(q) That two principals and one teacher attend the "Ontario Moral/Values Education Conference", as workshop leaders, to be held at Toronto, Thursday, 1984 05 03 and Friday, 1984 05 04, and that $30.00 each be paid towards expenses.

(r) That five teachers attend the "Ontario Moral/Values Education Conference" to be held at Toronto, Thursday, 1984 05 03 and Friday, 1984 05 04, and that $115.00 each be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That one Special Education teacher attend the 7th Ontario Association of Children with Learning Disabilities Conference to be held in Toronto, Thursday, 1984 04 12 and Friday, 1984 04 13, and that $160 be paid towards the cost of registration and expenses.

(b) That two elementary school principals attend a workshop for gifted, "Optimising Learning" to be held in Toronto, Saturday, 1984 05 26, and that each receive $85 towards the cost of registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

ss

Education Centre,
100 Main Street West,
HAMILTON, Ontario.
1984 04 03

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Royal Botanical Gardens

The Royal Botanical Gardens has, over the years, offered educational programs for students in the public schools in the surrounding jurisdictions. Prior to September 1982, the RBG has seconded staff from neighbouring school boards to work in the Nature Interpretive Centre. In September 1982, Mr. Alan Paterson, the new Director, approached the local boards to request that the boards provide additional professional teacher leadership for this program. The Halton Board assumed this responsibility for a two-year period and provided a teacher to co-ordinate the program at the Interpretive Centre.

The program emphasis at the Interpretive Centre is different from the programs being offered at our own field centres in that the emphasis is on the botanical aspects of the Gardens i.e, study of trees, shrubs, herbaceous plants, etc.

In addition to the program, the RBG has doubled the classroom space. With the additional physical facilities as well as the expanded staff, the number of students attending the centre has doubled (see attached chart which shows usage by local boards). The projected usage by children from the public schools of Hamilton for this year will be 1,982.

Mr. Paterson has once again approached our Board and asked that consideration be given to supplying a teacher for a one-year period to co-ordinate this program. It is his intention to approach the other boards in the area for similar assistance in subsequent years. It is therefore his anticipation that Hamilton will be providing a teacher for one year out of every four (perhaps five). The administration has reviewed the financial commitment to this program and feels that based on the usage made by our schools, that support of this program is valid and defensible. We would therefore recommend that the Hamilton Board of Education provide a teacher on a one-year loan to the Royal Botannical Gardens effective September 1984.

RECOMMENDATION:

That the Hamilton Board of Education provide on loan a qualified teacher to the Royal Botanical Gardens for a period of one year commencing September 1984.

Prepared and submitted by: A. J. Krever,
Director of Education.

Approved by: Senior Management.

encl.

SCHOOL YEAR 1983-8- TEACHER(S): Maryann Lennox

SCHOOL GROUPS	September	October	November	December	January	February	March	April	May	June	Yearly Totals
Halton Public	236 Adj	532 Adj	65 Adj	269 Adj	386 Adj	469 Adj	540 Adj	199 Adj	548 Adj	90 Adj	3334
K-8 population: 26,060	Pr. Jr. Int. Its: 213 23 58	Pr. Jr. Int. Its: 251 281 - 26	Pr. Jr. Int. Its: - 65 - 19	Pr. Jr. Int. Its: 174 95 - 59	Pr. Jr. Int. Its: 287 91 8 69	Pr. Jr. Int. Its: 264 205 - 107	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	
Halton R.C.S.S.	32 Adj	116 Adj	240 Adj	30 Adj	117 Adj	27 Adj	238 Adj	171 Adj	303 Adj	275 Adj	1549
K-8 population: 9,179	Pr. Jr. Int. Its: 32 - - 6	Pr. Jr. Int. Its: 58 28 - 30	Pr. Jr. Int. Its: 28 30 182 17	Pr. Jr. Int. Its: 30 - - 6	Pr. Jr. Int. Its: 57 60 - 23	Pr. Jr. Int. Its: 27 - - 6	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	
Hamilton Public	- Adj	168 Adj	516 Adj	250 Adj	133 Adj	130 Adj	374 Adj	285 Adj	30 Adj	96 Adj	1982
K-8 population: 25,189	Pr. Jr. Int. Its:	Pr. Jr. Int. Its: - 56 112 19	Pr. Jr. Int. Its: 243 51 222 92	Pr. Jr. Int. Its: 132 118 - 54	Pr. Jr. Int. Its: 133 - - 35	Pr. Jr. Int. Its: 75 55 - 30	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	
Hamilton-West. R.C.S.S.	32 Adj	107 Adj	194 Adj	- Adj	174 Adj	26 Adj	1065 Adj	127 Adj	146 Adj	70 Adj	1941
K-8 population: 17,538	Pr. Jr. Int. Its: - - 32 3	Pr. Jr. Int. Its: 03 - 4 33	Pr. Jr. Int. Its: 165 - 29 62	Pr. Jr. Int. Its: - - - -	Pr. Jr. Int. Its: 155 19 - 54	Pr. Jr. Int. Its: 22 4 9	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	
Wentworth Public	11 Adj	61 Adj	54 Adj	10 Adj	- Adj	11 Adj	69 Adj	- Adj	61 Adj	38 Adj	315
K-8 population: 10,341	Pr. Jr. Int. Its: 11 - - 3	Pr. Jr. Int. Its: 61 - - 16	Pr. Jr. Int. Its: 54 - - 17	Pr. Jr. Int. Its: 10 - - 3	Pr. Jr. Int. Its: - - - -	Pr. Jr. Int. Its: 11 4	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	
Other boards and private schools	- Adj	117 Adj	- Adj	- Adj	93 Adj	8 Adj	500 Adj	97 Adj	- Adj	- Adj	815
	Pr. Jr. Int. Its: - - - -	Pr. Jr. Int. Its: 50 - 67 5	Pr. Jr. Int. Its: - - - -	Pr. Jr. Int. Its: - - - -	Pr. Jr. Int. Its: 23 - 70 8	Pr. Jr. Int. Its: 8 2	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	Pr. Jr. Int. Its:	
Monthly Totals:	311 Adj	1101 Adj	1069 Adj	559 Adj	903 Adj	671 Adj	2786 Adj	879 Adj	1088 Adj	569 Adj	9936
	Pr. Jr. Int. Its: 256 23 32 70	Pr. Jr. Int. Its: 553 365 183 239	Pr. Jr. Int. Its: 490 46 433 207	Pr. Jr. Int. Its: 346 213 - 122	Pr. Jr. Int. Its: 655 170 78 189	Pr. Jr. Int. Its: 388 275 8 158	Pr. Jr. Int. Its: 2019 701 75	Pr. Jr. Int. Its: 409 238 232	Pr. Jr. Int. Its: 351 516 221	Pr. Jr. Int. Its: 243 326 -	
Cumulative	311 70	311 +1101 = 1412 (309 239)	1412 +1069 = 2481 (516 207)	2481 +559 = 3040 (538 122)	3040 - 903 = 3943 (827 189)	3943 - 671 + 827 = 4614 (985 158)	4614 +2786 = 7400	7400 + 879 = 8279	8279 + 1088 = 9367	9367 + 569 = 9936	

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AGENDA

EDUCATION MANAGEMENT COMMITTEE

1984 05 01

Confirmation of the minutes of the last regular and special meeting of 1984 04 12.

GENERAL

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Child Abuse - requested by Trustee Bell.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Grade 13 - system-wide examinations.

PART II

NEW BUSINESS:

1. Recommendations of the Director of Education.
2. Afro-Carribean Committee (referred from B.M.C. - 1984 04 05).
3. Report of the Trainable Retarded Children's Advisory Committee.

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 05 01

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That three members of the Research Department attend the Association of Educational Researchers of Ontario 1984 Spring Conference to be held at Barrie, Friday, 1984 06 15, and that $50 each be paid towards registration and expenses.

Superintendent of Curriculum and Special Services

(a) That the Supervisor of Business Education attend the Association of Business Education Directors Niagara Area Conference to be held at Jordan, Ontario, Friday, 1984 05 25, and that the registration fee of $35 be paid.

(b) That the Supervisor of Media Services attend the "Association for Media & Technology in Education in Canada, A Kaleidoscope of Media Conference" to be held at London, Monday, 1984 06 18 and Tuesday, 1984 06 19, and that $190 be paid towards registration and expenses.

Associate Superintendent Curriculum and Special Services

(a) That up to three staff members of the Adjustment Services Department attend the Ontario Association for Counselling and Attendance Services Conference to be held in Toronto, Sunday, 1984 06 10 to Wednesday, 1984 06 13, and that each receive $130 towards the cost of registration and expenses.

(b) That one Adjustment Counsellor attend the 6th Annual Guelph Conference on Sexuality: Teaching Teens About Relationships and Sexuality to be held in Guelph, Monday, 1984 06 18, and that $75 be paid towards the cost of registration and expenses.

(c) That one member of the Adjustment Services Department attend the weekly seminar on Pastoral Counselling Education to be held on ten Wednesday evenings, 1984 04 11 to 1984 06 13, and that the registration fee of $125 be paid.

(d) That the action of the Associate Superintendent of Curriculum and Special Services in permitting one Special Education Consultant to attend the Ontario Association for the Mentally Retarded 27th Annual Conference to be held in Hamilton, Friday, 1984 04 27, be approved and that the registration fee of $80 be paid.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 04 25.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Norma Dreossi, 1984 03 01 to 1984 04 06

Mrs. Julia Lamont, 1984 04 05 until further notice

Mr. Gregory F. Peters, 1984 03 19 to 1984 04 19

Mrs. Katherine M. Scarth, 1984 02 28 to 1984 04 19

(b) That the request of Mrs. Donna Bujnowski for a Maternal Leave of Absence, effective 1984 06 01 to 1984 09 28 be granted in accordance with conditions governing Maternal Leave.

(c) That the resignation of Mr. Lewis Pitman, who is retiring on superannuation effective 1984 08 31, be accepted with regret.

(d) That the contracts of the following teachers be terminated, due to declining enrolment, effective 1984 08 31:

Mr. James Braun	Mr. Richard Kowalchuk
Mrs. Barbara Dabbs (4/6)	Mr. Melvin LaForme
Mrs. Jane Dawson	Mrs. Renate Mair (3/6)
Mrs. Gayle Detenbeck	Mrs. Deborah McAlpine
Mrs. Mary Doering (2/6)	Mr. Mark Miculan
Mr. David Elliott	Mr. George Omorean
Mr. Robert Gillie	Mr. Donald Pente
Mrs. Mary Ann Jazvac	Mr. Gordon Phillips
Mrs. Karen Kasik	Mrs. Barbara Swan
Miss Peggy Kiss	Mrs. Elizabeth Unruh
Mr. Ted Kocznur	Mrs. Claire Wright

SUPERINTENDENT OF CURRICULUM AND SPECIAL SERVICES

(a) That one secondary school (composite) teacher attend the "Administrative Management Society International Conference" to be held at New Orleans, Monday, 1984 05 28 to Friday, 1984 06 01 at no cost to the Board.

(b) That one secondary school Family Studies Department Head attend the "Canadian Home Economics Association Annual Conference" to be held at Ottawa, Thursday, 1984 07 05 to Sunday, 1984 07 08, and that expenses be paid according to policy.

(c) That six Business Education Department Heads attend the Association of Business Education Directors Niagara Area Conference to be held at Jordan, Ontario, Friday, 1984 05 25, and that the registration fee of $35.00 each be paid.

(d) That one secondary school (composite) teacher-librarian attend the "Canadian Library Association Conference" to be held in Toronto, Wednesday, 1984 06 06 to Tuesday, 1984 06 12, and that $290.00 be paid towards registration and expenses.

(e) That one secondary school (composite) teacher attend the "Hands on 6502 Machine Language Workshop" to be held at Toronto, Monday, 1984 06 18 and Tuesday, 1984 06 19, and that $180.00 be paid towards registration and expenses.

ASSOCIATE SUPERINTENDENT OF CURRICULUM AND SPECIAL SERVICES

(a) That one Guidance Counsellor from each secondary composite school attend the Guidance Dialogue, sponsored by the Association of University Registrars, to be held at Brock University, St. Catharines, from Wednesday, 1984 04 09 to Friday, 1984 05 11, and that the registration fee of $60 each be paid.

Respectfully submitted,

A. J. Krever,
Director of Education

Education Centre,
100 Main Street West,
Hamilton, Ontario.
1984 05 01

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: System-Wide Examinations - Grade 13

Across the province, much consideration has been given to the issue of system-wide examinations at the Grade 13 level.

In view of the return of Grade 13 to the neighbourhood composite schools this issue has been studied by Academic Council, the Supervisors and the Headmasters. As a result of these deliberations, the attached report is forwarded for your consideration.

Because of the magnitude of tasks that have to be addressed by the secondary schools in the forthcoming year and the imminent curriculum changes from the Ministry with the introduction of Ontario Advanced Courses, it is suggested that system-wide examinations be phased in starting with Mathematics (Calculus) and, Algebra.

RECOMMENDATION:

That final Grade 13 system-wide examinations be offered in 1985 in Calculus and Algebra.

Prepared and submitted by: A. J. Krever,
Director of Education.

-as
attach.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

SYSTEM-WIDE EXAMINATIONS - GRADE 13

In order to address the impending major organizational change in our delivery of secondary education, the concept of a system-wide Grade 13 examinations must be reviewed and the necessary procedures be established to ensure a fair and equitable evaluation system.

Although there is some concern about the workload related to the assimilation of the Grade 13 schools and the additional expectations that would be placed upon the system through the incorporation of common, final examinations, the institution of such examinations would address the following priorities or concerns:

1. A need to ensure continuing high quality of the Grade 13 program in all schools.
2. The necessity to establish equitable and fair standards throughout all our schools in relation to Grade 13.
3. The continuing need on an ever-widening base for some form of standard evaluation. This is witnessed by the establishment of formal system-wide examinations in both Ottawa and Peel.
4. The necessity to ensure meaningful in-service vehicles for our staff involved with Grade 13 for the first time.
5. To provide an opportunity for us to show in a concrete way to the community that meaningful standards are being addressed and maintained in the final year of secondary school.

Although the concept of common Grade 13 examinations does create some concern, the potential benefits from such a program far outweigh the possible drawbacks such as additional workload pressures, assessment constraints, etc. It is therefore suggested that the following be considered:

1. Final Grade 13 system-wide examinations be offered in 1985 in the following:

   Mathematics (Calculus and Algebra)

2. That the examination be set in such a way that the common component be 60% of the exam and the school set portion be equivalent to 40% of the exam.

3. Consideration be given to offering system-wide examinations in English and Chemistry or Physics in 1986 and in other subjects on a cyclical basis in subsequent years.

4. The following material be provided to staff:
   (a) September - Core outline
   (b) November - Student handbook
   (c) January - when the exam is disseminated, it should contain a marking code as well as evaluation suggestions.

5. The exam be made up by a committee established by the supervisor utilizing appropriate teachers and heads of departments.

6. An analysis of the results be provided by the supervisor to assist teachers in future programming and teaching.

SUMMARY

A common Grade 13 program in the areas outlined above would meet the major criteria established by universities, community colleges and industries re student preparedness and would provide information to the system as to the relativity of both our programming and evaluation strategies. In order to develop such an examination program, work should be commenced immediately and it may be necessary to establish some summer writing teams for the development of core curriculum and the student's handbook.

AJK
April 1984

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 04 25.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Joan McConnell, 1984 03 19 to 1984 04 06 (full-time)
1984 04 09 to 1984 04 13 (half-time)
1984 04 16 to 1984 04 17 (full-time)

1984 04 24 to 1984 06 28 (half-time)

Miss Helen Senson, 1984 04 13 to 1984 05 11

(b) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective as shown:

Mrs. Dianne Danko, 1984 04 30

Mrs. Elizabeth D'Angelo, 1984 04 16

Mrs. Elizabeth Matthews, 1984 05 01

Mrs. Lindy Millen, 1984 05 07

Mrs. Linda Munroe, 1984 04 30

Mrs. Denise Petrovic, 1984 05 14

Mrs. Christa Uhrenbacher, 1984 04 25

(c) That the requests of the following teachers for extensions of their Leaves of Absence, effective as shown, be granted:

Mrs. Helen Cambridge, 1984 09 01 to 1985 08 31

Mrs. Carol E. Campanella, 1984 09 01 to 1985 08 31

Mrs. Carolyn Gordon, 1984 09 01 to 1985 08 31

Mrs. Roberta Jorey, 1984 09 01 to 1984 10 31

(d) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Barbara Jepson, 1984 06 04 to 1984 06 29

Mrs. Bonnie Mendel, 1984 07 12 to 1984 11 09

(e) That the request of Mrs. Isabel Armstrong for a Leave of Absence for Personal Reasons, effective 1984 09 01 to 1985 08 31, be granted.

(f) That the request of Mrs. Donna Bennett for an Adoption Leave, effective 1984 04 16 to 1984 10 12, be granted.

(g) That the requests of the following teachers for Adoption Leaves be granted, and that these Leaves be followed by Leaves of Absence for Personal Reasons, effective as shown:

Mrs. Patricia Fretwell, 1984 04 25 to 1984 12 31

Mrs. Judith Taylor, 1984 04 02 to 1984 12 31

(h) That the resignations of the following teachers, effective 1984 08 31, be accepted with regret:

Ms. Wendy Carrington

Ms. Lynda S. Schumacher

Mrs. Rhonda M. Turner

(i) That the resignations of the following principals, who are retiring on superannuation, effective 1984 08 31, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Mr. John D. Moyer

Mr. Lawrence H. Outram

(j) That the resignations of the following teachers, who are retiring on superannuation, effective 1984 08 31, be accepted with regret, and that they be considered for gratuity in accordance with the Board's plan:

Miss Dorothy Arnold

Mrs. Elleen Eley

Miss Flora Gallin

Mrs. Miyoko Hashimoto

Mrs. Vida Huskins

Mrs. Nellie Letwin

Mrs. Verna Noble

Mrs. Kathleen Stewart

Mrs. Phyllis Young

(k) That the request of Mrs. Anne Klaus to attend a Ministry of Education Professional Development Summer Seminar in Montreaux, Switzerland, from 1984 06 23 to 1984 07 14, be granted.

(l) That the contracts of the following teachers be terminated, due to declining enrolment, effective 1984 08 31:

Miss Patricia L. Allan (.5)
Mrs. Susan M. Banks
Mrs. Jean M. Barber
Mrs. Paula E. Beck (.5)
Mrs. Patricia Brown (.5)
Mr. Bruce G. Buffett
Miss Marjorie Christie
Mrs. Sandra M. Cole
Mrs. Mildred E. Fair
Mrs. Rhonda Findlay-Panasdir
Mrs. Marilyn P. Hladun (.5)
Mrs. Linda D. Klein
Miss Debra-Ann Kumita
Mrs. Sharon J. MacDonald
Mrs. Wendy I. Maloney (.5)
Mrs. Nancy J. Martindale (.5)
Mrs. Marlene MacNab
Mrs. Michele A. Miles
Mrs. Bonnie S. Munn (.5)
Mrs. Rhoda Oates (.5)
Miss Deborah J. Ondercin
Mrs. Barbara Pearson
Mrs. Linda M. Ridos
Mr. Ronald M. Rieger
Mrs. Janice K. Robertshaw (.5)
Mrs. Penny J. Rundle
Miss Deborah J. Simpson
Mrs. Joanne J. Smees (.5)
Mrs. Deborah L. Smith
Mrs. Carrie A. Tyrosvoutis
Mrs. Elizabeth Verrall
Miss Susan D. Warriner
Mrs. Barbara Williams (.5)

Superintendent of Curriculum and Special Services

(a) That two teachers attend the "Second R Conference" to be held at London, Friday, 1984 05 11. It is understood that their expenses will be paid by the Primary Teachers' Association.

(b) That eight teachers attend the "Ontario History and Social Science Teachers' Association Conference" to be held at McMaster University, Thursday evening, 1984 05 03 and Friday, 1984 05 04, and that the registration fee of $85.00 each be paid.

(c) That one teacher attend the "Brock Annual Education Conference, Improving Literacy for the 80's", as a presenter, to be held at Brock University, Friday, 1984 05 0

(d) That one principal and two teachers attend the "Brock Annual Education Conference Improving Literacy for the 80's" to be held at Brock University, Friday, 1984 05 04, and that the registration fee of $25.00 each be paid.

(e) That one principal attend the "Hands on 6502 Machine Language Workshop" to be held at Toronto, Thursday, 1984 05 24 and Friday, 1984 05 25, and that $180.00 be paid towards registration and expenses.

(f) That one teacher attend the "Canadian Association for Young Children Conference" to be held at Regina, Saskatchewan, Thursday, 1984 05 10 to Saturday, 1984 05 12, and that expenses be paid according to policy.

(g) That one teacher, as President of the Ontario Industrial Arts Teachers' Association, attend the O.T.F. Curriculum Forum, to be held at Toronto, Friday, 1984 05 11

(h) That one teacher-librarian attend the "Canadian Library Association Conference" to be held at Toronto, Thursday, 1984 06 07 to Tuesday, 1984 06 12, and that $290.00 be paid towards registration and expenses.

(i) That the Supervisor of Primary Education, three consultants, one principal and one teacher attend the "Environmental Studies Workshop" to be held at Orchard Park Secondary School, Friday, 1984 05 25, and that the registration fee of $25.00 each be paid.

(j) That clause (e) of the recommendations approved at the April meetings be changed to read: "That one teacher attend the "Ontario Intramural Recreation Association Conference" to be held at Geneva Park, Sunday, 1984 04 29 to Tuesday, 1984 05 01, and that the registration fee of $200.00 (non-member) be paid.

Respectfully submitted,

A. J. Krever,
Director of Education.

ss

Education Centre
100 Main Street West
Hamilton, Ontario
1984 05 01

To the Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: Request to locate an Afro-Caribbean Summer program at Delta Secondary School in conjunction with the 1984 Summer Skill Program

A request has been received from an Ad Hoc Committee, representing a number of Afro-Caribbean groups* in Hamilton to locate a Summer program within Delta Secondary School from July 23, 1984, to August 19, 1984. These dates coincide with the Hamilton Board's operation of the 1984 Summer Skill Program.

Concerns have been articulated by parents and members of the various Afro-Caribbean groups that students of Afro-Caribbean heritage are experiencing a number of difficulties in being assimilated within the local community.

The Afro-Caribbean Ad Hoc Committee intends to operate a Summer program for approximately 50 to 85 students, grades 5 to 13 inclusive, which takes into account the following objectives:

To provide:
- students of Afro-Caribbean descent with an opportunity for remediation in the basic subject areas of English, Mathematics and French.
- positive role models: (a) Black teachers and administrators from the Hamilton and area school systems, (b) speakers from the Black community representing various professions, and (c) classroom volunteers.
- students with a greater awareness of the contributions of Black culture to the Canadian society.
- exposure to individuals who would be able to appreciate the linguistic problems experienced by a number of students of Afro-Caribbean descent who have recently enrolled in local school systems from the West Indies.
- an opportunity to enhance the student's self confidence and ability to interact socially within the Canadian mosaic.
- an opportunity for interested students enrolled in Grades 6, 7 and 8 to select an option, at cost, in the Summer Skill Program.

* Groups in the Hamilton community are: Afro-Canadian Caribbean Association, Barbadian Association, Caribbean Cultural Association, Dominican Association, Ghanian Association, Guyanese Association, Internats, and Jamaican Association.

This report is submitted for information only.

Prepared by: Peter S. Beveridge
Associate Superintendent of Curriculum and Special Services

Approved by: A. J. Krever,
Director of Education

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CA4 ON HBL W26 A32
JUN 6 1984

A G E N D A

EDUCATION MANAGEMENT COMMITTEE

1984 06 05

Confirmation of the minutes of the last regular and special meeting of 1984 05 10.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Child Abuse - (referred back to E.M.C. from May Board - 1984 05 10.)

2. Affirmative Action - (referred from April E.M.C. - 1984 04 03.)

NEW BUSINESS:

HAMILTON PUBLIC LIBRARY
JUN 05 1984
GOVERNMENT DOCUMENTS

1. Recommendations of the Director of Education.

2. Core French Report.

3. Report of the Personnel Committee.

4. Report of the Special Education Advisory Committee (a) from meeting of 1984 05 08.
(b) from meeting of 1984 05 30.

PART I

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Project L.E.A.D. (Leadership, Experience And Development).

PART II

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Director re: Royal Botanical Gardens.

NEW BUSINESS:

1. Recommendations of the Director of Education.

2. Presentations from (a) Sherwood Heights Review & Analysis Committee.
(b) Highview Review & Analysis Committee.

3. Report of the Trainable Retarded Children's Advisory Committee:
(a) from meeting of 1984 04 30.
(b) from meeting of 1984 05 28.

4. Report of the Special Education Advisory Committee (a) from meeting of 1984 05 08.
(b) from meeting of 1984 05 30.

1984 06 05

To the Chairman and Members
Education Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: CHILD ABUSE - A SUMMARY OF EDUCATION INITIATIVES IN THIS AREA

In the fall of 1979 the Board appointed a committee to study the Amendments to the Child Welfare Act and to implement policies and procedures for the reporting of suspected and identified child abuse in our system. The direct result of the combined efforts of this committee was the development of guidelines and procedures which we are currently using within the system and appear to be working well.

Our contacts with the Children's Aid Societies indicate that the procedures established by the Board are most effective and based on input from outside agencies we see no need to review or modify our Operating Procedure relative to child abuse.

In addition to our efforts within the school setting we promote the following:

- Evening programs and weekend workshops which are offered throughout the school year by the Children's Aid Societies.
- Numerous Parent Effectiveness Training programs which are offered by the Parents Council of Hamilton/Burlington.
- Such programs as S.T.E.P. (Systematic Training for Effective Parenting) and P.E.T. (Parent Effectiveness Training) that have been offered as evening or day interest courses by our Continuing Education Department.

Furthermore, Nursery Schools and Infant Stimulation Programs would seem to be yet another way to address the problem of abuse. At present in addition to our infant stimulation program at Agnes McPhail we support nursery programs at Westdale and Delta. Through specific strategies and counselling parents we are attempting to demonstrate effective and appropriate parenting.

In summary reporting and follow-up of child abuse in our schools appears to be well in place. In cooperation with the Children's Aid Society for Hamilton-Wentworth, resource personnel are available to present films and speakers to students and staff. Various self-help groups are being formed to deal with victims of abuse and parenting programs are available through our schools and community, both to students and parents as the needs surface. New and innovative programs, both in treatment and prevention, are being explored through the Child Abuse Council for Hamilton-Wentworth. We are actively participating with others to confront abuse on many fronts.

Hopefully, the appropriate action of all citizens will eventually protect most children from violence and neglect.

Curriculum Approach

There are two major thrusts in dealing with this topic. The first is teacher training and the second is student education. The first thrust is emphasized in the primary/junior division and the latter as the student develops through the intermediate and senior divisions. Building teacher attitude and confidence to capably handle this topic when it arises, being able to capitalize on perceived opportunities to introduce child abuse when appropriate and picking up the danger signals when present are perceived as being major priorities.

The Primary and Junior Divisions

J. Yurkiw and W. Elgie of Adjustment Services have initiated and presented workshops on P.A. Days. The purpose was to raise teacher awareness and assist teachers in dealing with the topic of child abuse in the classroom and on an individual basis. Some of the resources tapped and made available to the classroom teacher were:

- the Children's Aid Society with Jessica Davenport as liaison providing any variety of materials, films, and speakers;
- Child Abuse Council with J. Yurkiw's involvement as chairman of its Education Sub-Committee developing with funding from COMSOC a curriculum package for training frontline workers to deal with child abuse. This course was given at the Education Centre on eight consecutive Monday evenings for three hours and all of the materials, videotapes will be made available for teacher use.
- Family Planning/Sexuality Network, a part of the Family Planning Council to which W. Elgie belongs, emphasizes a self-help co-operative planning approach.

The Intermediate and Senior Divisions

In Family Studies in grades 7 and 8, the emphasis is on a healthy family approach - interpersonal family relationships, roles, responsibilities, communication relating to others. A major theme "Children in My Life" has as its aim "to be alert to the needs of young children and some ways in which they can be met."

In Physical Education and Health, the concept of "sovereignty" - we control what happens to our bodies, is the way in which child abuse is approached.

In the Senior Division, Child Abuse becomes a topic built into specific courses such as Family Studies and Man in Society. In the Family Studies Parenting Course, the following Rationale and General Aims outline the approach:

Rationale:

Parenting in its definition of "helping" is of value to each of us as we live not just to be biological parents. The social trends prompting topic choice in this selected course are: the increase of family stress due to economic factors; job loss; teenage parenting; and the isolation of the nuclear family. The resulting indicators of family stress -- family violence and disintegration prompted the choice of course material.

Parenting is the most important and difficult job any of us will have; therefore its discussion in course material is crucial for all.

General Aims

While following the broader goals for Family Studies, more specific aims for Parenting are:

1. to recognize the need for developing attitudes and skills necessary for good parenting;
2. to develop knowledge, attitude and understanding required for making responsible decisions in parenting and family life;
3. to understand growth and development of children as a basis for learning parenting skills;
4. to understand that the goal of guiding young children is to have children gain self-discipline;
5. to be able to provide safe but stimulating environments for children;
6. to recognize factors important in development of self-esteem and independence in children;
7. to consider media as an influence on children's development;
8. to determine factors which influence child care which are best for the child and family;
9. to give students practical opportunities for observing and working with young children;
10. to understand the universality of children's needs;
11. to recognize that each child is an individual.

Also available, are the materials developed under the Values Education Consultants -- "Getting Ready for Marriage and Parenthood" for grades 11 and 12. It explores issues of parent effectiveness training, problem solving, role expectations.

Under Development they have a 3-part series called Family Violence. The three parts consist of: 1) Child Abuse, 2) Spouse Abuse, 3) Elder Abuse.

Child Abuse: - Children may be the victims of physical, sexual, emotional and verbal abuse in the family home. This module explores the vulnerability of children, the effects of these abuses and the alternatives available in order to deal with this sensitive problem.

Experts from McMaster, Chedoke, Childrens' Aid assisted in developing this module. It will be pilot tested in classrooms this fall.

The concern at the high school level is that these courses are not compulsory.

Summary:

Child abuse is a societal problem which demands increased attention from all appropriate agencies. There is no doubt that appropriate educational interventions is probably the most effective way to bring about the required attitudinal changes. It should be borne in mind however, that child abuse is only one of many societal problems which have been brought forward to the administration in one form or another during the past two to three month period. Other very valid concerns relate to the areas of:

a) appropriate educational identification strategies for West Indian students;
b) prejudice and bias in identification testing, programming;
c) teenage drinking and driving (extension of a pilot project);
d) McMaster Teenage Pregnancy Study (extension to other schools);
e) C.P.R. training for students;
f) affirmative action

All of the above are valid concerns which should be addressed in some way through school activities in the curriculum.

Recommendation:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared by: J. Morse, Administrative Assistant

Submitted by: C. McKague, Superintendent of Curriculum and Special Services

Approved by: A. Krever, Director of Education

Education Centre,
100 Main Street West,
HAMILTON, Ontario.
1984 06 05

To the Chairman and Members,
Education Management Committee,
Board of Education,
HAMILTON, Ontario.

Ladies and Gentlemen:

GENERAL

I have the honour to present the following recommendations for your approval:

(a) That an Area Superintendent attend "Computers in Education" course sponsored by Mohawk College, to be held in Hamilton, Monday, 1984 08 20 to Friday, 1984 08 24, and that the registration fee of $69 be paid.

(b) That an Area Superintendent attend a symposium sponsored by the Ontario Association of Education Administrative Officials, re the Training and Certification of Principals and Supervisory Officers in Ontario, to be held at Toronto, Thursday, 1984 06 21 and that the registration fee of $40 be paid.

(c) That the Supervisor (Research), attend a workshop re "Analysis of Categorical Data: Dual Scaling and Its Applications", sponsored by OISE, to be held at Toronto, Monday, 1984 06 18 and Tuesday, 1984 06 19, and that $100 be paid towards registration and expenses.

Superintendent of Operations

(a) It is recommended that the three-year appointment of Mrs. Janet White as an English Consultant, effective 1981 09 01, be extended, as provided for in the original motion, for two years, commencing 1984 09 01, with salary according to schedule.

(b) That the Maternal Leave of Absence granted to Mrs. Lori Szwarz at the January meeting, be changed to become effective 1984 06 18, and that this Leave be followed by a Leave of Absence for Parental Reasons until 1984 12 31.

Superintendent of Curriculum and Special Services

(a) That the Science Consultant attend the "Science for Teachers (Primary/Junior) Conference" to be held at Toronto, Tuesday, 1984 07 03 to Saturday, 1984 07 07, and that $350 be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That up to two staff members of the Adjustment Services Department attend the workshop on "Sexual Abuse of Children" to be held in Hamilton on Tuesday, 1984 09 11 and Wednesday, 1984 09 12, and that the registration fee of $40 each be paid.

(b) That the request of the McMaster University School of Social Work that the Board of Education provide field experience in the Adjustment Services Department and the Alter-Education program for the period 1984 09 17 to 1984 12 07 be granted and that, subject to the approval of the Associate Superintendent of Curriculum and Special Services, up to four Social Work students be accepted for placement.

Respectfully submitted,

A. J. Krever,
Director of Education.

-as

1984 06 05

To The Chairman and Members,
The Education Management Committee,
The Board of Education for the City of Hamilton.

Ladies and Gentlemen:

RE: HAMILTON'S CORE FRENCH PROGRAM

The attached report is an analysis of the Core French Program being offered in the elementary and secondary schools of Hamilton, as well as the expectations of the Ministry of Education through its curriculum guidelines in relation to levels of instruction and mastery.

In the preliminary O.S.I.S. documents the Ministry indicated that it intended to legislate 40 minutes of mandatory French for Grades 7 and 8. At the present time there are only 20 minutes of instruction within our schools. Because of the other changes in the O.S.I.S. document and the availability of appropriately trained teaching staff apparently the decision was delayed until a later date. It is our information however, that the original intention of expanding the amount of time for French at the elementary level will be mandated in the not too distant future. With this in mind, the administration will be bringing forward in the Fall a recommendation for your consideration which will expand the existing programme to 40 minutes per day at the grade 7 and 8 level. The report will contain an analysis of the implications to program and a costing.

It is recommended:

THAT THIS REPORT BE RECEIVED FOR INFORMATION.

Prepared by: J. Hill, Supervisor of Curriculum & Instruction (Languages)

Submitted by: C. McKague, Superintendent, Curriculum and Special Services

Approved by: A. Krever, Director of Education

HAMILTON'S CORE FRENCH PROGRAM

The purpose of this report is to put Hamilton's Core French program into perspective with Ministry plans and with Core French programs in the rest of the province. The report is in four parts:

A. a brief history of the Core French program in Ontario and in Hamilton;

B. the scope of the current Core French program in Hamilton;

C. a comparison of Hamilton's Core French program with the sequences currently implemented by surrounding Boards of Education;

D. implications of the current situation for students and program;

E. information pertaining to the grant structure for FSL programs in 1984 (pages 12-13 of the Ministry publication Ontario's FSL Programs: Teaching and Learning French as a Second Language in the 1980's).

A. Historical Background

Historically, French was a secondary school subject taught in Grades 9-13. Then, in 1966, the Ministry published guidelines for French programs for Grades 7 and 8. The Hamilton Board introduced French into Grades 7 and 8 in September 1966. Subsequent to this, the Ministry of Education developed further guidelines encouraging Boards to implement programs which lead to three levels of proficiency:

1. Basic Level (1,200 accumulated hours) - Core French Program
2. Middle Level (2,100 hours) - Extended Program
3. Top Level (5,000 hours) - Immersion Program

The middle and top level can only be achieved through some form of partial or full immersion. In recent years, some Boards have expanded their Core French program into the primary and junior divisions. In part this was encouraged by the Ministry of Education "Gillin Report" which resulted in grant incentives under certain circumstances. The Hamilton Board extended its Core French program to Grade 6 in September 1980.

Summary of Ministry Programs:

(1) THE BASIC LEVEL, achievable through at least 1,200 hours of French instruction during the student's school career, is considered to mean that the student:

(a) has a fundamental knowledge of the language -- its grammar, pronunciation and idiom, an active vocabulary of 3,000 - 5,000 words, and about 100 basic sentence patterns;

(b) can participate in simple conversation;

(c) can read, with the aid of a dictionary, standard texts on subjects of interest;

(d) is capable of resuming the study of French in later life if the desire or need arises;

(e) has developed a basic knowledge and appreciation of the culture and aspirations of French-speaking Canadians.

According to the Ministry, this basic achievement level is a reasonable expectation for students who follow a Core French program of forty minutes per day for ten years, or the equivalent.

(2) THE MIDDLE LEVEL, achievable through at least 2,100 hours of French instruction during the student's school career, is considered to mean that the student:

(a) can read newspapers and books of personal interest with occasional help from a dictionary;

(b) can understand radio and television news, and other programs that are of personal interest;

(c) can participate adequately in conversation;

(d) has absorbed information about the culture, society, customs, economy, government and institutions of a French-speaking community,

(e) could function quite well in a French-speaking community after a few months' residence.

This MIDDLE LEVEL of competency should be attainable if the Core Program is extended by taking another subject or subjects in French -- i.e. with French as the language of communication; mathematics, science and social studies have been successfully taught in this way in various grades. Using French as the medium of instruction in a subject, in addition to teaching the language as language, provides opportunity and motivation to use French as a means of communication -- which is essential to achieve more than an intellectual grasp of the language. It is also anticipated that students striving for the MIDDLE LEVEL of competency will have opportunities to interact with their French-speaking peers in exchanges, summer camps or travel.

(3) THE TOP LEVEL, achievable through at least 5,000 hours of French instruction during the student's school career, is considered to mean that the student:

(a) can take further education with French as the language of instruction at the college or university level -- that is, understand lectures, write papers, and take part in class discussions;

(b) can accept employment using French as the working language, or live in a French community after a short orientation period;

(c) can participate easily in conversation;

(d) understands and appreciates the emotional attitudes and the values held in common by members of a French-speaking community.

This TOP LEVEL of competency should be attainable through Immersion Programs, which imply a far greater experience with French than is provided in either Core or Extended Programs. Most Immersion Programs now in operation specify two or three years in which nearly 100% of the instructional time is

given in French, followed by several years of language maintenance when the time devoted to French is maintained at about 50% of the school day. Such programs imply that French is not only the medium in which subjects are taught, but that it is also the means of communication between pupil and teacher and pupil and pupil in the classroom and, as much as possible, beyond the classroom. It is also anticipated that students striving for the TOP LEVEL of competency will have opportunities to interact with their French-speaking peers in exchanges, summer camps or travel.

B. The Current Core French Program in Hamilton

At the present time, students in Grades 6, 7 and 8 receive instruction in Core French for 20 minutes a day. This is equivalent to 60 hours of instruction per year.

In secondary school students receive 120 hours of instruction per year in each grade (9-13).

The following two charts show the sequence of program and accumulated hours of instruction for students who are currently enrolled in Hamilton's Core French program.

1. Sequence for students who started Core French in Grade 7 prior to September 1980. Most of these students will have graduated from Grade 13 by 1986.

Grade	Hours of Instruction Per Grade	Accumulated Hours of Instruction at end of each Grade
7	60	60
8	60	120
9	120	240
10	120	360
11	120	480
12	120	600
13	120	720

2. Sequence for students who start Core French in Grade 6. The first group (September 1980) will likely graduate from Grade 13 in 1987-88.

Grade	Hours of Instruction Per Grade	Accumulated Hours of Instruction at end of each Grade
6	60	60
7	60	120
8	60	180
9	120	300
10	120	420
11	120	540
12	120	660
13	120	780

For core programs the Ministry encourages Boards of Education to provide 40 minutes of instruction daily beginning in Grade 4, or a total of 1200 hours from the starting point of the French program to the final year of secondary school (Policy/Program Memorandum No. 17).

The Core French program in Hamilton currently falls 420-480 hours below the Ministry goal.

C. Comparison of Hamilton's Sequence with Core French Programs in Surrounding Boards

In 1983-84

112 out of 130 Boards start Core French in Grade 4 or earlier;

82 out of 130 Boards have 120 hours in at least some elementary grades;

78 out of 130 Boards have initiated a sequence of 1200 hours;

18 out of 130 Boards start in Grade 5 or Grade 6. This group includes Hamilton.

. . . . statistics supplied by Helen Mitchell, Education Officer with the Ontario Ministry of Education.

HOURS OF FRENCH INSTRUCTION PER YEAR

	Gd. 3	Gd. 4	Gd. 5	Gd. 6	Gd. 7	Gd. 8
1. Brant ***	60	60	60	60	60	60
2. Etobicoke Public	90*	90*	60	60	60	60
3. Haldimand Public **	--	60*	--	--	60	60
4. Halton Public	--	120	120	120*	60	60
5. Hamilton Public	--	--	--	60	60	60
6. Lincoln Public	--	--	60	60	60	60
7. Lincoln Separate	--	60	60	60	120	120
8. London	--	--	120	120	120	120
9. Niagara South	--	--	60	60	60	60
10. North York	--	60	60	60	120	120*
11. Peel	--	120	120	120	60	60
12. Scarborough Public	--	90	90	90	120	120
13. Toronto Public	--	120	120	120	120*	60
14. Waterloo	--	--	--	120	120	120
15. Welland Separate	--	120	120	120	120	120
16. Wellington	--	--	--	120*	60	60
17. Wentworth	--	--	--	60	120	120

* New in '83-84.

** In Haldimand, Grades 5 and 6 will be added in successive years at 60 hours per grade. Grades 7 and 8 will then expand to 120 hours each.

*** Brant starts in grade 1.

TOTAL ACCUMULATED HOURS OF INSTRUCTION UPON ENTERING GD. 9

	83-84	84-85	85-86	86-87	87-88
1. Brant	480				
2. Etobicoke Public	420	450	510	570	630
3. Haldimand	120				420
4. Halton Public	480	540	600		
5. Hamilton Public	180				
6. Lincoln Public	240				
7. Lincoln Separate	420				
8. London	480				
9. Niagara South	240				
10. North York	420				
11. Peel	480				
12. Scarborough Public	510				
13. Toronto Public	540	600			
14. Waterloo	360				
15. Welland Separate	600				
16. Wellington	240	300	360		
17. Wentworth	300				

As of September 1984 Hamilton's Core French program will comprise the second shortest elementary sequence of any Core French program currently being implemented by the 17 Boards listed.

D. Implications

1. Student Placement

Students who move to Hamilton from surrounding Boards with earlier starting grades and longer sequences often do not experience an appropriate level of Core French instruction in the elementary grades. Teachers modify the existing program to some extent, but there are severe restrictions of time and resources.

Students who leave Hamilton and move elsewhere can also find themselves in a difficult situation when they do not have a French-language background in common with other students in their grade.

2. Program

It is the Ministry's goal* that students attain the Basic Level of Competence (i.e. have 1,200 hours of instruction) by the end of the final year of secondary school. The OAC in French will undoubtedly be designed with this goal in mind.

Although it is impossible to predict the exact nature of the OAC in French, we must anticipate some program implications.

* See page 2, Ministry of Education Publication, Ontario's FSL Programs: Teaching and Learning French as a Second Language in the 1980's

REPORT OF THE

PERSONNEL COMMITTEE

Present: Mr. R. Mulholland (Chairman),
Trustees Clarke, Lowe, Mazza and Rogers.

Official Present: Mr. A. J. Krever (Director of Education).

The Committee recommends:

GENERAL

(a) That Mr. Allan L. Stockwell be appointed to an additional three year term as Area Superintendent of Education, effective 1984 09 01, with salary according to schedule.

Respectfully submitted,

R. Mulholland.

Chairman.

Committee Room,
1984 05 28.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Trustee Baskin (Chairman);
Trustees Di Ianni and Mulholland; Mesdames Bishop and Masters;
Mr. Desmarais; Drs. Brennan and Nagler.

Also Present: Trustees Clarke, Van Horne and Vine.

Officials Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Mr. R. Adams (Supervisor, Special Education)
Mr. O. Jackson (Supervisor - Research Services),
Mr. J. Yurkiw (Supervisor - Adjustment Services),
Miss W. McLaren (Consultant, Special Education),
Mr. M. Spencer (Adjustment Counsellor),
Miss E. Pease (Administrative Assistant to the Director).

The Committee recommends:

GENERAL

(a) That the Special Education Advisory Committee commend Mr. Krever and Mr. Forster for their initiative and support in the preparation of a booklet for parental understanding of programming and services on Bill 82, and in getting ready for 1985.

(b) That, with regard to the a child's annual review (for a child deemed "exceptional"), a letter be sent to the parents concerned explaining the process.

Respectfully submitted,

Mrs. M. Baskin,

Chairman.

Committee Room,
1984 05 08.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mr. A. Di Ianni (Chairman);
Trustee Mulholland; Mesdames Benoit, Bishop, Christianson, Masters and Tilbury; Mr. Desmarais; Drs. Brennan, Jacobs and Nagler.

Officials Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services),
Mr. B. Adams (Supervisor, Special Education),
Mrs. E. Pease (Administrative Assistant to the Director).

The Committee recommends:

GENERAL

(a) That the Second Annual Review of the Development of Comprehensive Special Education Programs and Services, as attached, be approved.

Respectfully submitted,

Mr. A. Di Ianni,
Chairman.

1984 05 30.

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 05 18.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART I

I have the honour to present the following recommendations for your approval:

Superintendent of Operations

(a) That Miss Anita E. Darrell be appointed to the Occasional Staff, effective 1984 01 24 to 1984 06 29, with salary according to schedule.

(b) That the requests of the following teachers for Leaves of Absence for Personal Reasons, effective 1984 09 01 to 1985 08 31, be granted:

Mrs. Stephanie Burke

Mrs. Mary Hamilton

(c) That the request of Mrs. Lucienne Rowan for a Maternal Leave of Absence, effective 1984 09 01, be granted in accordance with conditions governing Maternal Leave and that this Leave be followed by a Leave of Absence for Personal Reasons until 1985 01 31.

(d) That the request of Mrs. Jayne Elgie for an extension of her Maternal Leave of Absence with a Leave of Absence for Personal Reasons, effective 1984 09 01 to 1985 08 31, be granted.

(e) That the request of the Ministry of Education to extend the secondment of Mr. Don Werner for a second term (the 1984-85 school year), be granted.

(f) That the resignations of the following teachers, effective 1984 08 31, be accepted with regret:

Mr. Andre Gauthier

Mrs. Marilyn Mallard

(g) That the request of Mrs. Lillian Bastarache to relinquish her position of Assistant Head of Department (Science), effective 1984 08 31, be granted.

(h) That the resignation of Mr. Hugh Gordon, who is retirng on superannuation effective 1984 08 31, be accepted with regret, and that he be considered for gratuity in accordance with the Board's plan.

Superintendent of Curriculum and Special Services:

(a) That the action of the Superintendent of Curriculum and Special Services in permitting one secondary school (composite) teacher to attend the "Bereavement Support Groups Conference" at Toronto, Thursday, 1984 05 31 and Friday, 1984 06 01, and that $103.00 be paid towards registration and expenses, be approved.

(b) That one secondary school (composite) teacher attend the "CPR with Class Conference" to be held at Toronto, Monday, 1984 05 28, and that $50.00 be paid towards registration and expenses.

(c) That the selected Programme Leader of Alter Ed. attend the "National Alternatives School Conference" to be held at Boulder, Colorado, Friday, 1984 06 29 to Sunday, 1984 07 01, and that expenses be paid according to policy.

(d) That one secondary school (composite) teacher attend the "Computer Electronics for High School Computer Science Teachers" to be held at Mohawk College Tuesday, 1984 08 07 to Friday, 1984 08 17, and that the registration fee of $113.00 be paid.

(e) That up to three Latin teachers be permitted to attend "The Classics After O.S.I.S. Conference" to be held in Toronto, Tuesday, 1984 07 03 to Friday, 1984 07 06, and that $150.00 each be paid towards registration and expenses.

(f) That one secondary school (composite) teacher attend the "American Association of Physics Teachers Conference" to be held at Kingston, Ontario, Thursday, 1984 06 14 and Saturday, 1984 06 16, and that $200.00 be paid towards registration and expenses.

Associate Superintendent of Curriculum and Special Services

(a) That one secondary school, Learning Resource Teacher, attend the "Study Skills for the L. D. Student Workshop" to be held at the University of Toronto, Friday, 1984 06 15, and that $75.00 be paid towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education

/sb

Education Centre
Hamilton, Ontario
1984 06 05

To the Chairman of the Board
Education Management Committee
Board of Education for the
City of Hamilton

Ladies and Gentlemen:

RE: Project L.E.A.D.
(Leadership, Experience And Development)

The Association of Junior Leagues, supported by a grant from the W. K. Kellogg Foundation initiated a programme in the United States two years ago called Project L.E.A.D. whose goal is:

> "To develop a student leadership and development program which will channel the energies and interests of students into socially constructive action with the active support of their families, school and community."

The Junior League of Hamilton-Burlington is prepared to underwrite the first Project L.E.A.D. in Canada and is approaching this board for permission to pilot the programme in one of its secondary schools, thus involving one teacher and four students.

Objectives of the Hamilton "Project L.E.A.D."

- To provide the opportunity for four Hamilton students to develop leadership skills.
- To involve student leaders in planning, with the support and assistance of an adult leader and a teacher, a communuity project addressing identified human service needs in the community.
- To provide the framework and support within which the student leaders would be seeking out and leading other student volunteers in carrying out the community project
- To provide another opportunity for communication and mutually constructive relationships to occur between adults and youth from various areas of the north-eastern section of the continent.

.....page 2

- To increase the potential for the community to derive benefit in subsequent years from trained, experienced youth and/or adult volunteers.

- To provide an opportunity for active application of learnings from the Family Studies Curriculum.

- To provide some students with an opportunity to experience an aspect of involvement with the community that will give them an indication of whether a future career in the "services industries" is a viable route for them.

Project Time-Line:

Sept. 7 - 9, 1984 (Friday to Sunday)	- Initial Training in Philadelphia - Junior League adult leader and family studies teacher
Oct., 1984	- Selection of student team
Oct., 1984 - Jan., 1985	- Project L.E.A.D. orientation and planning
Dec., 1984	- Leadership Conference for students, adult leader and teacher - in the U.S.
Jan. 1985	- Planning community volunteer project
Feb., - April, 1985	- Implementation of project
May, 1985	- Evaluation

In Summary:

Project L.E.A.D. is viewed as an opportunity for four of our students to develop leadership qualities and to learn to serve effectively. (See 'Appendix A').

The cost of the Board would be a supply teacher for three days.

Costs of accommodation, food, transportation and registration will be borne by the Junior League of Hamilton-Burlington.

Recommendation:

That the Junior League of Hamilton-Burlington be permitted to initiate 'Project L.E.A.D.' in one of our secondary schools in the 1984-85 Academic Year. The cost to the Board will not exceed 3 supply teacher days.

Prepared by: J. Binns
Family Studies Supervisor

Submitted by: C. G. W. McKague
Superintendent of Curriculum and Special Services

Approved by: A. J. Krever
Director of Education

Student Leadership Opportunities

- By participation in a leadership seminar and learning from other potential project leaders

- By providing the leadership for organizing (with adult support) the local community project and leading the carrying out of the project by students in their class or school

- By presenting information at meetings to explain the project

- By doing the recruiting among their peers to acquire the volunteers needed to carry out their plans

- By carrying their skills into their future with them and applying them if the opportunity presents itself in other community projects identified by the school or Adult Leader.

Education Centre,
100 Main Street West,
HAMILTON, Ontario.
1984 06 05

To The Chairman and Members,
Education Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

RE: ROYAL BOTANICAL GARDENS

As a result of last month's decision, an exploratory meeting was held with Alan Patterson of the Royal Botanical Gardens regarding future programming and funding for the Nature Interpretive Centre. As a result of this meeting, it was decided that further exploratory meetings should be held in the near future with Mr. Patterson and the Directors of the five surrounding boards. The purpose of this meeting will focus on alternative forms of subsidization as well as the Interpretive Centre Program. When more information is available, this will be submitted to the Board for action.

Prepared and submitted by: A. J. Krever,
Director of Education.

-as

The Education Centre,
100 Main Street West,
Hamilton, Ontario,
1984 05 18.

To the Chairman and Members,
Education Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies and Gentlemen:

PART II

Superintendent of Operations

(a) That the following teachers be appointed to the Occasional Staff, effective as shown, with salaries according to schedule:

Mrs. Roma Buwalda, 1984 05 14 to 1984 06 14

Miss Maria Carbone, 1984 04 03 to 1984 05 31

Miss Pamela DeRoches, 1984 04 17 (p.m.) to 1984 05 18

(b) That the appointment of Mr. Silvio Massicci to the Occasional Staff, approved at the May Meeting, be changed to become effective 1984 03 19 to 1984 06 28.

(c) That the appointment of Mrs. Catherine Drinan to the Occasional Staff, effective 1984 09 04 to 1984 09 28, approved at the April Meeting, be rescinded.

(d) That the timetable change approved for Mrs. Audrey Knox at the February Meeting be changed to become effective 1984 04 24 to 1984 06 29.

(e) That the Maternal Leave of Absence granted to Mrs. Wenda Tulloch at the February Meeting be changed to become effective 1984 04 24 to 1984 06 29.

(f) That the following teachers be returned from Leave of Absence and assigned teaching duties, effective as shown:

Mrs. Elizabeth A. Dinney, 1984 06 01

Mrs. Sandi Shepherd, 1984 05 25

(g) That the extension of Disability Leave, granted to Mrs. Roberta Jorey at the May Meeting be changed to become effective, 1984 09 01 to 1984 12 31.

(h) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave:

Mrs. Dina Avdoulos, 1984 09 04 to 1984 10 12

Mrs. Janice Courtemanche, 1984 09 04 to 1984 12 31

(i) That the requests of the following teachers for Maternal Leaves of Absence, effective as shown, be granted in accordance with conditions governing Maternal Leave and that these Leaves be followed by Leaves of Absence for Parental Reasons:

Mrs. Cheryl Banfield, 1984 09 01 to 1985 08 31

Mrs. Jane Cordiner, 1984 09 01 to 1985 08 31

Mrs. Patricia Jefkins-Smith, 1984 06 04 to 1985 08 31

Mrs. Catherine Petranik, 1984 09 01 to 1985 08 31

(j) That the request of Mrs. Catherine Brigham for a Leave of Absence for Personal Reasons, effective 1984 09 01 to 1985 08 31, be granted.

(k) That the request of Mrs. Alyth Mutart for a Leave of Absence in order to serve as President of the Hamilton Teachers' Federation, effective 1984 09 01 to 1985 08 31, be granted.

(l) That the request of Mr. Ted Ophoven for a Leave of Absence in order to serve as Chairperson of the Economic Policy Committee and Chief Negotiator of the Hamilton Teachers' Federation, effective 1984 09 01 to 1985 08 31, be granted.

(m) That the resignation of Mr. Roger Girard, effective 1984 08 31, be accepted with regret.

(n) That the resignation of Mrs. Irene Maskell, who is retiring on superannuation effective 1984 08 31, be accepted with regret, and that she be considered for gratuity in accordance with the Board's plan.

Associate Superintendent of Curriculum and Special Services

(a) That six teachers in the programs for the trainable retarded who are attending the course "Elementary Blissymbolics", Blissymbolics Communication Institute, being held in Hamilton for 10 consecutive weeks from Tuesday, 1984 03 27 to 1984 05 29, be reimbursed, upon successful completion of the course, $100 each for the registration fee.

(b) That two special education teachers attend the conference "The 3R's for '84: Readiness, Ramps and Resources", to be held in Toronto, Thursday, 1984 10 04 and Friday, 1984 10 05, and that $95 be paid towards the cost of registration and expenses.

Superintendent of Curriculum and Special Services:

(a) That one teacher attend the "CPR with Class Conference" to be held at Toronto, Monday, 1984 05 28, and that $50.00 be paid towards registration and expenses.

Respectfully submitted,

A. J. Krever,
Director of Education.

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REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Dr. H. Paikin (Chairman),
Trustees Rogers and Mulholland, Mrs. Jensen, Drs. Jacobs and Morris.

Also
Present: Trustee Baskin, Mr. T. Robert (Association for the Mentally Retarded).

Officials Present: Mr. J. Penner (Deputy Business Administrator)
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Mr. O. Jackson (Supervisor - Research Services)
Miss W. McLaren (Consultant - Special Education)

The Committee recommends:

PART II

(a) That the report on Special Education Needs Assessment Survey be received for information.

(b) That the following recommendations of the Associate Superintendent of Curriculum & Special Services regarding the Education of Developmentally Handicapped Pupils be approved and that the Draft Report In the Annual Review of Comprehensive Special Education Plan: Education of Developmentally Handicapped Pupils be approved:

(i) That the Board approve the inclusion of Huntington Park and Thornbrae Schools on the list of schools which have been designated as schools for the disabled.

(ii) That the Board approve the completion by September, 1984 of the necessary renovations of Thornbrae School to accommodate developmentally handicapped students.

(iii) That the Board approve the continuation of the programs for the developmentally handicapped at Huntington Park and Thornbrae Schools under the aegis of the Hamilton and District Association for the Mentally Retarded until September, 1985.

(iv) That the Board approve the establishment of the position of teacher aide (developmental specialist) to fulfill those duties described in the job description and the assigning of an appropriate salary.

(v) That the Board approve the assignment, in each class for the trainable retarded (developmentally handicapped), the following personnel: one teacher, one teacher aide (developmental specialist), and one teacher aide.

Respectfully submitted,

Dr. H. Paikin,

Chairman.

Committee Room,
1984 04 30.

REPORT OF THE

TRAINABLE RETARDED CHILDREN'S ADVISORY COMMITTEE

Present: Dr. H. Paikin (Chairman),
Trustee Rogers, Mrs. Jensen, Drs. Jacobs and Morris.

Also
Present: Trustee Baskin, Mrs. J. Bishop (Special Education Advisory Committee).

Officials Present: Mr. J. Penner (Deputy Business Administrator)
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)
Mr. B. Adams (Supervisor - Special Education)
Miss W. McLaren (Consultant - Special Education)
Mrs. E. Pease (Administrative Assistant - Director of Education)
Mr. A. J. Molineux (Assistant to the Business Administrator).

The Committee recommends:

PART II

(a) That the report, Second Annual Review: The Development of Comprehensive Special Education Programs and Services be approved - **(see Second Annual Review - The Development of Comprehensive Special Education Programs and Services - Report of the Special Education Advisory Committee).**

Respectfully submitted,

Dr. H. Paikin,

Chairman.

Committee Room,
1984 05 28.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Trustee Baskin (Chairman);
Trustees Di Ianni and Mulholland; Mesdames Bishop and Masters;
Mr. Desmarais; Drs. Brennan and Nagler.

Also Present: Trustees Clarke, Van Horne and Vine.

Officials Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services)

Mr. R. Adams (Supervisor, Special Education)
Mr. O. Jackson (Supervisor - Research Services),
Mr. J. Yurkiw (Supervisor - Adjustment Services),
Miss W. McLaren (Consultant, Special Education),
Mr. M. Spencer (Adjustment Counsellor),
Miss E. Pease (Administrative Assistant to the Director).

The Committee recommends:

PART II

(a) That the Special Education Advisory Committee commends the Hamilton Principals' Association for its decision to devote its 1984-1985 In-Service Programme to Special Education.

Respectfully submitted,

Mrs. M. Baskin,

Chairman.

Committee Room,
1984 05 08.

REPORT OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mr. A. Di Ianni (Chairman);
Trustee Mulholland; Mesdames Benoit, Bishop, Christianson, Masters and Tilbury; Mr. Desmarais; Drs. Brennan, Jacobs and Nagler.

Officials Present: Mr. A. J. Krever (Director of Education),
Mr. J. Penner (Deputy Business Administrator),
Mr. P. Beveridge (Associate Superintendent of Curriculum & Special Services),
Mr. B. Adams (Supervisor, Special Education),
Mrs. E. Pease (Administrative Assistant to the Director).

The Committee recommends:

PART II

(a) That the following recommendations regarding the Education of Developmentally Handicapped Pupils be approved, and that the Draft Report in the Annual Review of Comprehensive Special Education Plan: Education of Developmentally Handicapped Pupils (see attachment to report of the Trainable Retarded Children's Advisory Committee) be approved:

(i) That the Hamilton Board of Education assume responsibility for the education of school-age developmentally handicapped pupils, effective September, 1985;

(ii) That the Board approve the inclusion of Huntington Park and Thornbrae Schools on the list of schools which have been designated as schools for the disabled;

(iii) That the Board approve the completion by September, 1984 of the necessary renovations of Thornbrae School to accommodate developmentally handicapped students;

(iv) That the Board approve the continuation of the programs for the developmentally handicapped at Huntington Park and Thornbrae Schools under the aegis of the Hamilton and District Association for the Mentally Retarded until September, 1985;

(v) That the Board approve the establishment of the position of teacher aide (developmental specialist to fulfill those duties described in the role description and the assigning of an appropriate salary;

(vi) That the Board approve the assignment, in each class for the trainable retarded (developmentally handicapped), the following personnel: one teacher, one teacher aide (developmental specialist), one teacher aide.

Respectfully submitted,

Mr. A. Di Ianni,
Chairman.

1984 05 30.

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STAFF DEVELOPMENT - *"Growing Together"*

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DIRECTIONS
1983-1985

PLEASE RETAIN THIS FOR THE MEETING

- STAFF DEVELOPMENT IS A SET OF ACTIVITIES AND PROGRAMS DESIGNED TO PRODUCE GROWTH AND LEARNING IN THE KNOWLEDGE AND SKILLS OF STAFF. THE FOCUS MUST BE ON HOW TO IMPROVE THE QUALITY OF EDUCATION FOR STUDENTS IN OUR CLASSROOMS.

- STAFF DEVELOPMENT FOR INDIVIDUALS IS AN OUTGROWTH OF A CO-OPERATIVE EVALUATION AND SUPERVISION PROCESS. IT IS A PROGRAM OF PLANNED CHANGE DESIGNED TO IMPROVE THE QUALITY OF INSTRUCTION AND LEADERSHIP. STAFF DEVELOPMENT INVOLVES CLOSE ATTENTION TO THE ROLES STAFF FULFILL IN ORDER TO REACH THE GOALS SET OUT BY THE SYSTEM.

- THEREFORE STAFF DEVELOPMENT ADDRESSES BOTH
  - STAFF INTERESTS, EXPECTATIONS AND NEEDS
  - BOARD NEEDS AND EXPECTATIONS

Discussed & Approved by Academic Council November 1983

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

STAFF DEVELOPMENT GOALS

A. FOR SCHOOL & DEPARTMENT STAFF DEVELOPMENT

1. To have two-way communication integral to the planning and managing of Staff Development programs
2. To have Staff Development programs planned, supported and managed by schools and departments so that they reflect staff needs

B. FOR PROFESSIONAL DEVELOPMENT & IN-SERVICE

3. To co-ordinate curriculum implementation and curriculum in-service
4. To integrate special services procedures and in-service
5. To meet declared needs of individuals and groups of staff

C. FOR IDENTIFICATION, PROMOTION & TRAINING FOR LEADERSHIP

6. To establish methods for identification and encouragement of staff who have potential to become effective leaders in the system
7. To establish leadership programs
8. To train groups of willing staff so they have specialized knowledge, skills and ability to be resource people for other groups

D. FOR SYSTEM STAFF DEVELOPMENT

9. To have in place a co-ordinated overview of Staff Development goals, Long Range plans, and Program Leader role
10. To have senior administrators committed to Staff Development programs and to their co-ordination across the system
11. To emphasize the growth and Development of staff in reviewing evaluation processes at all levels

WHY IS ATTENTION TO STAFF DEVELOPMENT IMPORTANT NOW?

As outlined in A Report to The Education Management Committee on August 31, 1982, there are many reasons why Staff Development programs are important at this time. These include the need for:

- Effective implementation of changed curriculum and procedures
- Emphasis on long range planning
- Co-ordination of existing resources & procedures
- Consultation for individuals and groups planning in-service
- Growth, learning and development of an aging staff
- Ongoing emphasis on system communication

WHO IS RESPONSIBLE FOR STAFF DEVELOPMENT PROGRAMS IN OUR SYSTEM?

Designated persons are specifically involved in supervising certain projects for growth and learning of staff. The Program Leader - Staff Development is able to assist in the planning, implementation and review of these programs and procedures. However, educators at all levels are responsible for developing and implementing programs that enable us to meet stated goals and objectives.

HOW HAVE THESE PLANS BEEN DEVELOPED?

The goals and objectives that follow have been developed from system planning documents such as "Directions 1983-84". They also include ideas gathered from the Staff Development needs assessment. Although compiled by the Program Leader, they have been negotiated and approved by Academic Council. As well, activities for 1983-84 in support of these goals and objectives have been included to raise awareness of the roles and tasks of the Program Leader - Staff Development.

A. FOR SCHOOL & DEPARTMENT STAFF DEVELOPMENT

1. GOAL:

To have two-way communication integral to the planning and managing of Staff Development programs

OBJECTIVES:

		Responsibility	Time
1.1	Establish Staff Development Advisory Committee (SDAC) to ensure regular two-way communication with representatives from all groups in the system.	J. Forrester K. Rielly	Oct. 83
1.2	Meet regularly with the SDAC to - . communicate staff development ideas . advertise P.D. programs . co-ordinate existing programs . gather details for an integrated Staff Development calendar . report school, department and system needs . recommend Professional Development . contact experts to do needed workshops.	M. Edge J. Forrester	On-going

ACTIVITIES OF THE PROGRAM LEADER (1983-84)

- Assist with the establishment of the Staff Development Advisory Committee
- Act as a resource member on the SDAC
- Help set up a Staff Development newsletter/calendar of events

2. GOAL:

To have Staff Development programs planned, supported and managed by schools and departments so that they reflect staff needs

OBJECTIVES:

		Responsibility	Time
2.1	Set priorities and plan for effective implementation of Staff Development programs through system objectives.	K. Rielly	Sept. 84
2.2	Encourage principals, vice-principals and supervisors to develop objectives with schools and departments that are relevant to their Staff Development needs.	Superintendents	On-going
2.3	Support requests from principals and supervisors for planning and developing revelant school programs or special Professional Development workshops.	Superintendents	On-going
2.4	Support and review the Staff Development programs that unfold in areas, schools and departments as a result of the objectives set by staffs.	Superintendents	Oct. 83 June 84

ACTIVITIES OF THE PROGRAM LEADER (1983-84)

- Explain on request to individuals and groups how co-operative Staff Development planning could work in areas, schools and departments
- Demonstrate needs assessment, planning and designing strategies
- Assist with the development of programs on request

B. FOR PROFESSIONAL DEVELOPMENT & IN-SERVICE

3. GOAL:

To co-ordinate curriculum implementation and curriculum in-service

OBJECTIVES:

		Responsibility	Time
3.1	Co-ordinate planning for Professional Activity Days.	C. McKague School Year Calendar Committee	Feb. 84
3.2	Encourage quality in-service for the priority curriculum areas outlined in the five year plan.	C. McKague	On-going
3.3	Encourage development of the knowledge and skills required by curriculum writing teams as outlined in the Curriculum Design Manual.	C. McKague	June 83
3.4	Organize and manage the pilot phases of the Curriculum Implementation Model and the associated in-service.	Curriculum Implementation Committee M. Edge	On-going
3.5	Update the curriculum knowledge and skills of support staff by sponsoring a Board course taught by OISE personnel.	C+ Co-ordinating Committee* M. Edge C. McKague	Sept. 83

* The C+ Committee is a group of Education Centre staff that includes consultants, co-ordinators, counsellors, librarians, research assistants, resource teachers and staff assistants. Its purposes include ensuring access to system information and organizing Professional Development for its members.

ACTIVITIES OF THE PROGRAM LEADER (1983-84)

- Continue membership in School Year Calendar Committee to encourage co-operative planning of P.D. events
- Continue support of in-service courses such as the OISE course for updating curriculum knowledge
- Work with curriculum supervisors to determine their future Professional Development needs
- Continue planning and conducting Professional Development sessions with curriculum supervisors for department heads
- Chair Curriculum Implementation Committee: co-ordinating, editing and gathering resources where necessary
- Provide support for Curriculum Implementation Committee sub-groups planning in-service pilots
- Co-operate with John Lundy who is collecting data about our system approach to curriculum implementation for the OISE research program
- Consider offering a series of workshops on how to develop in-service that is consistent with adult learning principles
- Respond to similar requests from groups who require a series of workshops on a particular topic

4. GOAL:

To integrate special services procedures and in-service

OBJECTIVES:

		Responsibility	Time
4.1	Plan appropriate in-service sessions for special educators, regular classroom teachers and administrators to make them aware of forms and procedures relating to responsibilities of Bill 82.	P. Beveridge	On-going
4.2	Provide training and support to staff responsible for the above in-service programs.	P. Beveridge M. Edge	On-going

ACTIVITIES OF THE PROGRAM LEADER (1983-84)

. Assist C+ Committee members with their in-service planning . Support future plans for in-service for Special Services Supervisors	. Chair committee of supervisors and consultants involved with IPRCs to enable them to write standards for reporting needs of students. Assist with their plans for implementation

5. GOAL:

To meet declared needs of individuals and groups of staff

OBJECTIVES:

		Responsibility	Time
5.1	Continue development of cross-over teacher training plans.	Cross-over Committee C. McKague	June 84
5.2	Explore the feasibility of a program of Retraining and Recertification for teaching staff.	SDAC SDMC	June 84
5.3	Continue Employee Assistance Program.	K. Rielly	On-going
5.4	Provide career planning on request.	Principals Superintendents Supervisors	On-going
5.5	Investigate opportunities for staff participating actively in local business and industry for periods of updating in their areas of specialization.	A. Krever	Jan. 84
5.6	Promote learning and growth through job interchange, secondments, interpanel transfers, etc.	K. Rielly	On-going
5.7	Respond to specialized requests for training and planning.	M. Edge	On-going

ACTIVITIES OF THE PROGRAM LEADER (1983-1984)

- Respond to requests from school staffs for planning or PD sessions
- Continue chairing Primary-Junior Math Steering Committee to monitor the design and development of materials useful in the implementation of their criterion referenced assessment materials
- Complete plans for and deliver series of workshops on partnership skills for teacher librarians
- Continue working with various PD steering committees
- Continue to provide, to women's groups, support in planning special PD needs
- Discuss feasibility of PD for teachers in new assignments at School Year Calendar Committee and Staff Development Advisory Committee

C. FOR IDENTIFICATION, PROMOTION & TRAINING FOR LEADERSHIP

6. GOAL:

To establish methods for identification and encouragement of staff who have potential to become effective leaders in the system

OBJECTIVES:

		Responsibility	Time
6.1	Refine leadership identification and promotion practices by reviewing the current state through feedback from candidates, federations and superintendents.	K. Rielly	Oct. 83
6.2	Evaluate the usefulness of the Assessment Centre and refine where appropriate.	K. Rielly	Jan. 84
6.3	Outline the ideal profile of skills needed to become an effective leader in our system.	K. Rielly Superintendents	Oct. 83
6.4	Explore ways of encouraging competent staff in the promotion process. Actively seek out staff with special skills.	K. Rielly Superintendents	On-going

ACTIVITIES OF THE PROGRAM LEADER (1983-1984)

. Encourage the development of the ideal profile of leadership skills for use in - continuing to refine promotion practices - designing leadership training	. Encouraged specificity and objectivity in promotion practices
. Assist with the organization of appropriate planning sessions for Academic Council	. Set up simulated interviews on request

7. GOAL:

To establish leadership programs

OBJECTIVES:

		Responsibility	Time
7.1	Establish a leadership course for those aspiring to positions of added responsibility.	M. Edge K. Rielly	Feb. 84
7.2	Design an orientation course for people new to positions of added responsibility.	M. Edge K. Rielly	June 84

ACTIVITIES OF THE PROGRAM LEADER (1983-1984)

. Continue planning with groups of principals and vice-principals to help them organize PD that meets their needs	. Design and pilot an appropriate leadership course for those aspiring to positions of added responsibility
. Plan with elementary vice-principals steering committee	. Organize orientation sessions for newly appointed leaders in June '84 - for school personnel - for Education Centre Staff
. Plan and deliver retreat sessions for secondary vice-principals	

8. GOAL:

To train groups of willing staff so they have specialized knowledge, skills and ability to be resource people for other groups

OBJECTIVES:

		Responsibility	Time
8.1	Reaffirm emphasis on the development of in-house expertise among teachers, principals, support staff and superintendents.	A. Krever	Oct. 83
8.2	Choose a team and develop their skills in needs assessment, consultation, problem solving and planning.	M. Edge Superintendents	Nov.83 - June 85
8.3	Continue refinement and delivery of supervisory officers' course for interested staff.	L. McLachlan	June-Dec 83 & 84
8.4	Evaluate the effectiveness of the Education Centre Library file of conference reports for staff use.	M. Edge	June 84
8.5	Include in the Employee Information System the capacity to record and recall information about the specialized training of staff.	K. Rielly	June 85

ACTIVITIES OF THE PROGRAM LEADER (1983-1984)

- Participate in Hamilton Training and Development Group to learn ways of applying organizational theory to real system problems
- Co-operate with Halton, McMaster and other systems to take advantage of opportunities for co-operative use of resources
- Encourage the inclusion of useful employee curriculum data in the new Employee Information System
- Assist in the planning, designing and training of staff for the Process Consultation Project. Encourage the use of participants' skills in the system
- Analyze the usefulness of the Education Centre Library file on conference information. Revise if appropriate

D. FOR SYSTEM STAFF DEVELOPMENT

9. GOAL:

To have in place a co-ordinated overview of Staff Development goals, long range plans and Program Leader role

OBJECTIVES:

		Responsibility	Time
9.1	Set system goals and objectives with Academic Council. Place emphasis on setting priorities.	A. Krever	June 83 June 84
9.2	Refine and update this plan in regular meetings with Academic Council and appropriate system committees.	A. Krever	On-going & June 84/85
9.3	Provide planning and training to academic committees, Board Committees, departments or groups on request, especially in the areas of: - planning - goal setting - workshops - role clarification - co-operative problem solving - group decision making - interdepartmental communication	M. Edge	On-going
9.4	Conduct evaluations of Staff Development programs and Program Leader.	A. Krever	On-going & June 84/85

ACTIVITIES OF THE PROGRAM LEADER (1983-1984)

- Compile Staff Development planning paper for 1983-85. Assist in revising this plan regularly based on system feedback
- Review job description and new Staff Development plans with Academic Council
- Assist with dissemination of revised role, goals, objectives and activities
- Respond to requests for planning workshops
- Encourage continued refinement of goal setting in pre-planning for 1983-84 school year
- Seek out good PD for learning about system change
- Look for good evaluation models useful for programs and program leader

10. GOAL:

To have senior administrators committed to Staff Development programs and to their co-ordination across the system

OBJECTIVES:

		Responsibility	Time
10.1	Set up Staff Development Management Committee (SDMC).	A. Krever	Sept. 83
10.2	Meet regularly as a SDMC to: . Discuss trends in Ontario education . Co-ordinate broad system directions . Set overall objectives and priorities.	P. Beveridge M. Edge A. Krever C. McKague K. Rielly	On-going
10.3	Expect the inclusion of Staff Development objectives in the annual review of administrators at all levels of the system.	A. Krever Superintendents	Sept. 84
10.4	Integrate the budget for courses, conventions, workshops, special events and P.D. activities so that the use of funds reflects the goals and objectives of the system.	C. McKague K. Rielly	Feb. 84
10.5	Explain the need for skill development programs. Encourage learning and participation in these programs.	Superintendents	On-going

ACTIVITIES OF THE PROGRAM LEADER (1983-1984)

. Provide updates and questions for discussion by Academic Council	. Work with Staff Development Management Committee in setting, reviewing and co-ordinating system plans. Continue refining Staff Development philosophy and priorities with this group

11. GOAL:

To emphasize the growth and development of staff in reviewing evaluation processes at all levels

OBJECTIVES:

		Responsibility	Time
11.1	Review the progress of the evaluation models for area superintendents, principals, supervisors, vice-principals, assistants to the principal, department heads and teachers.	K. Rielly	June 84
11.2	Encourage the co-operative development of appropriate leadership training programs that reflect knowledge and skill development needs. (See 7.1, 7.2 and 8.2)	K. Rielly	On-going

ACTIVITIES OF THE PROGRAM LEADER (1983-1984)

- Help develop the in-service package to accompany the revised secondary school teacher evaluation document
- Assist with the field testing of this in-service
- Continue exploring ways of having the relationship between staff evaluation and staff development be a positive one that encourages growth and learning



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